

## College of Health Professions

The Department of Respiratory Care, and the Programs of Health Information Management and Clinical Laboratory Science do not offer a graduate major, minor, or degree. Graduate courses are offered, however, in support of graduate programs.

### Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

### Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

### Courses Offered

#### Health Information Management (HIM)

**HIM 5301 The Enterprise Electronic Health Record.** (3-0) An in-depth analysis of the concept of an organization-wide electronic health record system. Focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective.

**HIM 5350 Legal Aspects of Electronic Health Information.** (3-0) This course offers a detailed assessment of how state laws and federal regulations influence the development and management of protected health information within a healthcare organization.

**HIM 5380 Quality Improvement in Health Care.** (3-3) An in-depth study on quality improvement methodology to include data retrieval, display, and outcomes analysis and the aspect of risk management for various sectors of healthcare. Mechanisms for promoting facility-wide participation in achieving optimum patient care as delineated in accreditation and government standards will be analyzed.

THIS PAGE INTENTIONALLY LEFT BLANK

## Department of Communication Disorders

### Major and Degrees Offered:

Communication Disorders, M.A., M.S.C.D.

### Major Programs

The Department of Communication Disorders offers the Master of Science in Communication Disorders (M.S.C.D.) with a major in communication disorders, and the Master of Arts (M.A.) with a major in communication disorders.

The time to degree may vary, depending on the undergraduate background of a student, but the M.S.C.D. requires a minimum of 36 academic hours, with 27 hours in the communication disorders major, nine hours in an approved cognate, plus a clinical practicum each semester enrolled. The M.A. requires a minimum of 39 academic hours, with 27 hours in the communication disorders major, six hours of thesis, six hours in an approved cognate, plus a clinical practicum each semester enrolled.

The major in communication disorders is clinically oriented and is designed to prepare clinicians for employment in hospitals, clinics, private practice, and public schools. The program meets the minimum education and clinical requirements for state licensure as a speech-language pathologist and for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA). The academic program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the ASHA.

Candidates for the Communication Disorders master's degree are encouraged to earn a passing score on the Praxis Examination in Speech-Language Pathology before graduation and substitute a passing score for the required departmental graduate comprehensive examination.

### Admission Policy

Admission to the Texas State graduate program in Communication Disorders is selective and competitive. The graduate sequence begins in the fall semester of each year. The typical program is two academic years and one summer session in length. **The deadline for applying each year is February 1.**

To be considered for regular admissions, applicants must have an undergraduate degree in communication disorders, meet the requirements for Graduate College regular admissions and, have a minimum of 3.0 GPA (on a 4.0 scale) for undergraduate academic courses in communication disorders as well as for the last 60 undergraduate hours. Meeting admission requirements for the Graduate College and the Department of Communication Disorders does not guarantee admission to the graduate sequence in communication disorders.

Individuals who have undergraduate degrees in majors other than communication disorders apply as a non-degree seeking student through the Graduate College to complete the required leveling courses.

Students applying to the regular graduate program or to the graduate leveling program must complete the application procedures in the Graduate/Leveling Admissions Application Packet at <http://www.health.txstate.edu/cdis/Admissions/Department-Admissions-Info--Requirements.html> and submit all materials together. Incomplete applications *will not* be reviewed by the Admissions Committee. And master's application materials submitted after the February 1<sup>st</sup> deadline will **NOT** be reviewed. Any leveling application materials submitted after the April 1<sup>st</sup> deadline will **NOT** be reviewed.

Application Check List

- Complete the online application at the Apply Texas website at <http://www.applytexas.org/>  
Official Transcripts from all colleges attended in sealed envelopes with official stamped seal across the flap of the envelope to be mailed to:

Texas State University-San Marcos  
Graduate College  
JC Kellam 280  
601 University Drive  
San Marcos, TX 78666

- Include in large legal-sized manila envelope with the student's signature across the seal the following:
  - Completed Resume form (Use form and format provided; the Graduate Admissions Committee will not consider any personalized resumes)
  - Statement of Intent form (Do not exceed the space provided after each question)
  - Two letters of reference (use only the reference forms provided and place each in a sealed envelope with the respondents signing their signatures across the flap)
  - Completed Pre-requisites form (please see Course Equivalents page for your University's course listings and how they relate to Texas State's)

Mail all of the above to:

Texas State University-San Marcos  
Graduate College  
JC Kellam 280  
601 University Drive  
San Marcos, TX 78666

For questions regarding graduate admissions, please email [cdisgradprog@txstate.edu](mailto:cdisgradprog@txstate.edu)

The February 1<sup>st</sup> deadline is for students who are earning or have earned their bachelor's degree in communication disorders or who are or have completed the leveling coursework elsewhere. Individuals who have undergraduate degrees in majors other than communication disorders should apply to the Graduate College **by April 1<sup>st</sup>** to complete the required background work. The number of hours of background work required is determined in consultation with the Communication Disorders Undergraduate/Leveling Advisor and is dependent on the courses taken at the undergraduate level. Please refer to the Pre-requisites Form for a list of the necessary background coursework or visit the Department of Communication Disorders website at <http://www.health.txstate.edu/cdis/Admissions/Department-Admissions-Info--Requirements.html> for the Leveling Course Sequence. Upon completion of the required background work (leveling), applicants may apply for admission to the regular graduate sequence for a fall semester using this same packet with the Feb 1<sup>st</sup> deadline. **Completion of the background requirements in the Department of Communication Disorders at Texas State DOES NOT GUARANTEE admission to the TWO-YEAR graduate program.**

## **Immunization Requirements**

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

## **Background Check and Drug Screening**

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

## **Practicum**

In order to obtain the required clinical hours for certification, graduate students must enroll for clinical practicum each semester enrolled for study toward the master's degree. Students participating in on-campus clinical practicum in speech-language pathology must enroll in Communication Disorders 5344. Students earning supervised clock hours in audiology must enroll in Communication Disorders 5321. Graduate students earning clinical hours in both speech-language pathology and audiology during the semester must enroll for both Communication Disorders 5344 and Communication Disorders 5321 concurrently. Students participating in off-campus clinical practicum must enroll in Communication Disorders 5689. Academic hours for clinical practicum do not count toward the degree.

## **Facilities**

The University operates the Speech-Language-Hearing Clinic on a twelve-month basis and is nationally known as a treatment center for communication disorders. Graduate students utilize the clinic for research in addition to clinical training experiences.

## **Courses Offered**

### **Communication Disorders (CDIS)**

**5301 Advanced Independent Study in Communication Disorders.** (3-0) Discussions of various areas of speech language pathology. Attention to individual needs of the student. Emphasis on independent study in habilitation and rehabilitation of communication disorders. This course is repeatable for credit and can be taught by different faculty covering different topics. Prerequisite: Faculty permission required.

**5312 Neuroanatomy for Communication Disorders.** (3-1) This is a lecture course that examines the organization of the brain, spinal cord, and peripheral nervous system. Significance of the areas of the nervous system that are primary or secondary for speech, language, and hearing are the main focus of this course. This course does not earn graduate degree credit.

**5321 Clinical Practicum in Audiology.** (1-3) Supervised clinical practicum in audiology.

Focus is on both diagnostic and rehabilitative audiological management of diverse populations. Must be taken every semester that a student participates in supervised audiology practicum. May be repeated for credit but not counted toward graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

Prerequisites: CDIS 4420 and CDIS 4370 or equivalents; instructor approval.

**5325 Anatomy and Physiology of the Speech Production System.** (3-0) Description of structure and function of the speech production system with emphasis on physical problems in speech, language, and hearing. This course does not earn graduate degree credit.

**5330 Speech and Language Development.** (3-0) Course to acquaint students with acquisition of speech and language in children. Basic information from linguistics, psycholinguistics, psychology, and communication are examined for children in various stages of development. This course does not earn graduate degree credit.

**5331 Stuttering Therapy.** (3-0) Description of therapeutic intervention with children and adults who stutter. Techniques of assessment, management, and counseling are emphasized.

**5333 Language Disorders in School-Age and Adolescence.** (3-0) This introductory-level course will review assessment and intervention for language disorders in the school-age and adolescent population. The relationship between language and literacy will be discussed. Students will engage in detailed narrative analyses. Evidence-based practice and collaborative models of intervention will be emphasized.

**5334 Articulation and Phonological Disorders: Assessment and Intervention.** (3-0) Study of normal, delayed, and disordered child phonology in English and select dialects/languages. Course covers etiologies, characteristics, and anatomic/physiologic bases of delays/disorders, as well as their potential impact on phonological awareness and subsequent development in reading/writing. Prevention, assessment, and treatment of disorders will be discussed.

**5336 Neuromotor Disorders of Speech: Description and Rehabilitation.** (3-0) The course reviews the neuroanatomic mechanisms underlying speech production and surveys the etiology, symptomatology, epidemiology, course, and prognosis of speech disorders resulting from impairment of the central and/or peripheral nervous system. Emphasis is placed on apraxia and the dysarthrias. Clinical application in assessment and rehabilitation of patients with neurogenically-based motor speech deficits is stressed. Prerequisite: CDIS 3312 or equivalent.

**5337 Vocal Rehabilitation.** (3-0) Assessment of vocal function and disorders; rehabilitation of the patient with vocal abnormalities due to vocal abuse, psychological, and/or organic etiologies, including laryngectomy.

**5339 Dysphagia.** (3-0) A review of anatomic and physiologic disturbances of swallowing in neurologically impaired and post-surgical head and neck cancer patients will be presented. Instrumentation, techniques of evaluation, and radiograph examination of deglutition will be reviewed. Rehabilitation procedures will be described in detail.

**5340 Cognitive Rehabilitation in Traumatic Brain Injury.** (3-0) This introductory-level course will review neuropathology and neurophysiology of traumatic brain injury and dementia, introduce relevant terms and models in cognitive rehabilitation, provide a framework for assessment and treatment, and discuss the functional impact of cognitive-communicative disorders on the patient and others. Prerequisites: CDIS 5336, 5342.

**5342 Aphasia and Related Disorders.** (3-0) The course develops an understanding of the etiology, symptomatology, assessment, remediation, and recovery patterns of acquired communication disorders that result from impairment of the central nervous system, with a focus on the aphasias and traumatic brain injuries. Coexisting problems caused by damage to cortical/sub-cortical structures will also be addressed. Recent advances in relevant clinical research and technology will be surveyed. Prerequisite: CDIS 3312 or equivalent.

**5344 Advanced Clinical Practicum.** (1-8) Clinical practicum for graduate students focusing on assessment and remediation of communication disorders in children and adults. Required each semester enrolled. Repeated for credit but not counted toward graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

**5350 Multicultural Issues in Communication Disorders.** (3-0) Addresses the social, cultural, and linguistic factors that impact the clinical service delivery provided to culturally and linguistically diverse populations. A primary focus of the course will be to address general principles of assessment and intervention as they relate to the clinical management of individuals with communication disorders from diverse cultural and language backgrounds.

**5362 Introduction to Research in Communicative Disorders.** (3-0) Designed to acquaint the student with research protocol in behavior science, with an emphasis in speech-language pathology. Topics include research design, data analysis, manuscript preparation, and obtaining external funding. Emphasis on critical analysis of professional literature.

**5363 Language Disorders in the Birth-to-5 Population.** (3-0) This introductory-level course will review assessment and intervention for language disorders in the birth-to-5 population. Use of assessment information to determine language disorders versus language difference will be addressed. Students will engage in detailed language sample analyses. Creating effective intervention plans using assessment data will be discussed.

**5370 Aural Rehabilitation.** (3-0) Principles and procedures in the habilitation and rehabilitation of hearing-impaired children and adults. This course does not earn graduate degree credit. Prerequisite: CDIS 5420.

**5390 Seminar in Communication Disorders.** (3-0) Examination of current theoretical and clinical issues in Communication Disorders. Issues may include family management in communication disorders, language and literacy, issues in health care rehabilitation, instrumentation and entrepreneurship. May be repeated for credit. Prerequisite: Graduate standing and permission of instructor and graduate advisor.

**5399A Thesis.** (3-0) This course represents a student's initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in Communication Disorders 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**5199B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5299B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5399B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5599B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5999B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5420 Introduction to Audiology.** (3-2) Relates anatomy and physiology of the auditory system and the science of acoustics to the study of normal, pathological auditory function. Laboratory experience in administration and interpretation of audiological tests. Discussion of professional opportunities in the field of Audiology and provision of audiological service to special populations. This course does not earn graduate degree credit. Prerequisite: CDIS 5469.

**5459 Phonemics and Phonetics.** (3-1) Analysis of normal and abnormal phonological processes in children and adults. Proficiency in transcription using the alphabet of the International Phonetic Association emphasized. This course does not earn graduate degree credit.

**5462-MP Remediation of Articulatory and Phonological Disorders.** (3-2) This course prepares students to manage articulation and phonological disorders. Current therapeutic models are reviewed. Observation of therapy and instruction in preparation of written clinical reports are required. This course does not earn graduate degree credit. Prerequisites: CDIS 5325 and 5459.

**5466 Clinical Management of Language Disorders.** (4-2) Study of principles and procedures for the identification, description, assessment, and remediation of language disorders in infants, children, and adolescents. Students will observe demonstrations of assessment procedures and types of language disorders within the context of clinical procedures. Describing observed behaviors and analyzing language samples are emphasized. This course does not earn graduate degree credit. Prerequisite: CDIS 5330.

**5469 Introduction to Hearing Science.** (3-2) Study of acoustics, auditory physiology, and perception of sound. Includes discussion of auditory sensitivity, signal detection, psychoacoustic methods, perception of pitch and loudness, binaural hearing, and speech perception. Associated laboratory promotes reinforcement of concepts addressed in lecture through review, problem-solving, and weekly assignments. This course does not earn graduate degree credit.

**5475 Speech Science.** (3-2) Normal processes of speech production will be addressed from anatomic, physiologic, kinematic, aerodynamic, acoustic, and perceptual perspectives. Measurement and analysis techniques, instrumentation, and experimental paradigms used to study speech production and perception will be emphasized. This course does not earn graduate degree credit. Prerequisites: CDIS 5325 and 5459.

**5689 Internship in Communication Disorders.** (1-30) Laboratory and clinical practicum at selected therapeutic sites used to provide additional breadth to therapeutic experiences. Dependent on approval of faculty advisor. Repeated for credit. Graded on a credit (CR), no-credit (F) basis.

## **Health Professions (HP)**

**5300 Teaching in the Health Professions.** (3-0) This course is an introduction to curriculum, instruction, and assessment methods in teaching and covers topics related to instruction in lecture, laboratories, and clinical settings. This course is required for first year teaching assistants and graduate instructional assistants. This course does not earn graduate degree credit.

## **Graduate Faculty**

**Chakraborty, Rahul,** Associate Professor of Communication Disorders. B.Sc., M.A., Bombay University; Ph.D., Purdue University.

**Domsch, Celeste,** Assistant Professor of Communication Disorders. B.A., Valparaiso University; M.A., The University of Texas at Austin; Ph.D., Vanderbilt University.

**Fleming, Valarie Beavers,** Assistant Professor of Communication Disorders. B.S., University of Central Arkansas; M.A., The University of Memphis; Ph.D., The University of Texas at Austin.

**Gonzales, Maria Diana,** Associate Professor and Chair of the Department of Communication Disorders. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Ohio University.



DEPARTMENT OF COMMUNICATION DISORDERS / 305

**Irani, Farzan**, Assistant Professor of Communication Disorders. B.S., Ali Yavar Jung National Institute for the Hearing Handicapped; M.S., Bowling Green State University; Ph.D., Bowling Green State University.

**Resendiz, Maria Dolores**, Assistant Professor of Communication Disorders. B.S., M.A., The University of Texas at Austin.

**Richmond, Alisha S.**, Assistant Professor of Communication Disorders. B.A., The University of North Carolina at Chapel Hill; M.Ed., North Carolina Central University; Ph.D., Florida State University.

THIS PAGE INTENTIONALLY LEFT BLANK

## School of Health Administration

### Major and Degree Offered:

Healthcare Administration, M.H.A.  
Health Services Research, M.S.

### Certificate Programs Offered:

Healthcare Administration  
Health Informatics  
Long Term Care Administration

### Major Program

The School of Health Administration offers the degree of Master of Healthcare Administration (M.H.A.) with a major in healthcare administration and the Master of Science (M.S.) with a major in Health Services Research.

### Admission Policy

Admission to the graduate degree programs is selective and designed to identify those applicants who have the ability and interest to manage the rigors of the program of study. Application deadlines are June 1 for the fall semester and October 1 for the spring semester. Applicants must hold a bachelor's degree from a regionally accredited university and submit the following to the Graduate College:

1. An official application for admission.
2. A non-refundable application fee of \$40.00, which is required of all degree-seeking students.
3. Non-Texas State graduates must submit one official transcript from each senior level post-secondary institution attended. These transcripts must be mailed directly from the institutions to the Office of the Graduate College.
4. An acceptable score on the Graduate Record Examination (GRE) verbal and quantitative portions combined.
5. Three letters of reference.
6. Written statement of purpose indicating ability and interest.
7. Current resume

Once these materials are received, the School of Health Administration graduate advisor will schedule an interview to confirm the applicant's ability and interest in not only pursuing, but completing, the program. Because of the writing and speaking requirements in the MHA program, applicants for the MHA program are required to complete an on-campus interview.

Using the above referenced materials and interview in addition to a minimum score of 2,000 on an admission index calculated by adding the applicant's GPA (in the last 60 hours leading to the bachelor's degree) times 400 to the applicant's GRE score (verbal and quantitative combined), the School will make a recommendation to the Graduate College. **\*Effective Fall 2012** - a minimum score of 575 on admission index is calculated by adding the GPA of the last 60 hours times 100 to the GRE score (verbal and quantitative combined).

## **Immunization Requirements**

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

## **Background Check and Drug Screening**

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

## **Comprehensive Exam**

All degree-seeking graduate students must pass a comprehensive exam at the end of the didactic portion of their programs. The School of Health Administration administers comprehensive exams at the end of the fall and spring semesters. Students with field placements on their degree audits must pass the comprehensive exam before they begin their field placement. Students who fail the comprehensive exam may take the exam again the next semester it is offered.

## **Healthcare Administration**

The major in healthcare administration offers courses designed to enhance the career mobility of persons currently employed in health professions as well as to provide a solid base of academic and directed experiences for persons who may desire entry into the field of health administration. The primary focus of the curriculum is middle-to senior-level management.

Principal areas of study include health and disease; sociological, economic, legal and political forces which affect health care; and management organizational behaviors including such specializations as financial management, human resource management, planning, marketing, and data generation and analysis.

**Degree Requirements.** The 49 semester hour M.H.A. degree with a major in healthcare administration usually includes 43 hours of core courses and either a field experience of six hours or six hours of thesis, depending on the student's previous health administration experience.

**Prerequisites.** Course prerequisites for healthcare administration majors include the following: statistics, economics, and financial accounting. These prerequisites may be accepted from other universities and should be taken prior to entering the graduate program.

**Minor or Cognate.** The School of Health Administration offers a 15-hour minor in healthcare administration. Students are required to take Healthcare Organization and Delivery (HA 5300), Healthcare Law (HA 5321), and Healthcare Organizational Behavior/Theory (HA 5362). The remaining six-hours are selected with the graduate advisor according to the student's area of interest and needs. For those majors not requiring a 15-hour minor, a nine-hour cognate is available. Courses to be taken for the nine hour cognate are: Healthcare Organization and Delivery (HA 5300), Healthcare Law (HA 5321), and Healthcare Organizational Behavior/Theory (HA 5362).

## Healthcare Human Resources

**Minor or Cognate.** For students desiring a minor in healthcare human resources, a full minor of 15 semester hours may be taken. If a student from another major wishes to take healthcare human resources courses as a cognate then the choice of courses and their sequence will be defined through consultation between the student and faculties from both programs.

## Health Services Research

Health Services Research while focusing on health informatics, effectively utilizes biostatistics, epidemiology, and management engineering. The program prepares the graduate to be a vital contributor to clinical research, quality improvement, or policy development in the health sciences. The Texas State program represents the practical application of computer based qualitative, quantitative and analytical methods of problem solving and decision making in both clinical and administrative settings. Graduates work in public health, biotechnology, or other careers related to health services administration where their quantitative and computer skills are a strong asset. The program is designed for entrance by students with diverse academic preparations, including both the health and non-health professional.

**Degree Requirements.** The degree will require between 43 to 45 semester hours. The degree can be thesis or non-thesis, with most students choosing thesis.

**Prerequisite.** The prerequisite for health services research majors is statistics (HP 3325, HR 5330, or equivalent). Course equivalent for statistics may be accepted from other universities. This prerequisite must be taken prior to or during the first semester of graduate courses. Health service research majors should have knowledge of various computer applications, including Excel, Word, and Access. Students lacking knowledge in these applications may be required to take a computer application class.

**Minor or Cognate.** For students desiring a minor in health services research, a full minor of 15 semester hours may be taken. If a student from another major wishes to take healthcare human resources courses as a cognate then the choice of courses and their sequence will be defined through consultation between the student and faculties from both programs.

## Certificate Programs

The School of Health Administration offers graduate certificates in four disciplines: healthcare administration, health informatics, and long term care administration. The certificate coursework is scheduled at times convenient to students with full-time jobs.

Interested applicants seeking admission to a graduate certificate must have a bachelor's degree and a 2.50 GPA on the last 60 hours leading to the bachelor's degree. Applicants should apply for admission through the Graduate College as "Texas State Certificate Program" applicant.

**Certificate in Healthcare Administration.** The graduate certificate in healthcare administration is designed to offer the core MHA degree content to healthcare managers and other healthcare professionals. The graduate certificate in HA is taught in a learning environment where students with management and professional experience can supplement their existing practical knowledge with new theoretical knowledge of healthcare organizations, healthcare organizational behavior, healthcare law, and related healthcare administration topics. The graduate certificate in HA includes five courses (15 semester hours).

In addition to the admission requirements listed above, applicants applying for the graduate certificate in HA must have at least two (2) years of experience as a healthcare manager and/or healthcare professional and must provide a current resume during the application process.

**Certificate in Health Informatics.** The graduate certificate in health informatics is designed to educate healthcare managers and other professionals interested in a career move to be effective developers, users, and managers of health information. Students will learn how to identify and provide the health information needed by hospital and system executives, governmental planners, public health officials, and other healthcare professionals. Applications of outcome measures provides students with the ability to evaluate the effectiveness of decision making regarding both health and healthcare status. The graduate certificate in HI includes five courses (15 semester hours).

**Certificate in Long Term Care Administration.** The graduate certificate in long term care administration is designed to offer the coursework necessary to sit for the Texas licensing exam for nursing facility administrators. The School of Health Administrators also offers an optional field placement. The graduate certificate in long term care administration includes five courses (15 semester hours). Note: all questions regarding licensure and state exam requirements should be directed to the Texas Department of Aging and Disability Services (DADS) at 512-438-2015.

## Courses Offered

### Health Administration (HA)

**5111 Topics in Health Administration.** (1-0) An in-depth study of a singular topic or a related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the participant. May be repeated if topic differs.

**5191 Field Experience Orientation.** (1-0) This course will assist the student to prepare for the field experience and to prepare for the comprehensive exam. An extensive orientation to the field experience will be provided to better enable students to move from the classroom setting to a workplace scenario.

**5211 Topics in Health Administration.** (2-0) An in-depth study of a narrow range of topics or related problems being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's relevance and its utilitarian value to the participant. May be repeated if topic differs.

**5300 Healthcare Organization and Delivery.** (3-0) A survey of the organization and delivery of health services focusing on the history and development of health systems as they relate to the overall health and medical care systems. Major attention is given to governing bodies, patient care organizations, and executive management structures.

**5301 Healthcare Administration Research Methods.** (3-0) A study of research methodology as it pertains to healthcare administration. Included are hypothesis forming, designing research, and the collection, manipulation and analysis of data. Knowledge of numeracy and statistics is essential.

**5303 Information Systems Management in Healthcare.** (3-0) This course provides a comprehensive introduction to information systems management for healthcare organizations. It covers the determination of information required by whom, design of information flows, procurement of information systems technology resources, assurance of information security, and management of systems integration.

**5304 Healthcare Economics and Financial Theory.** (3-0) A study of economic theories that have an impact upon the healthcare industry. Special emphasis will be placed on emerging economic research and its impact on potential policy ramifications.

**5311 Trends in Health Administration.** (3-0) An in-depth study of singular trend or a related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the participant. Examples of trends, which are typically offered, include trends in rural health, managed care ethical issues, and in total quality management. This course may be repeated for credit with a different subject area.

**5316 Healthcare Financial Management.** (3-0) An introduction to healthcare financial management including the financial management in healthcare organizations, healthcare payment systems, financing and investment decisions, and financial planning, analysis, and control. Prerequisites: accounting, economics, and statistics.

**5321 Healthcare Law.** (3-0) An in-depth analysis of healthcare law and its effect on the relationships between the patient, the patient's family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

**5325 Patient Care Management and Integrated Delivery Systems.** (3-0) A study of alternative delivery systems, managed care organizations, consumer-driven healthcare and the quality movement in health care. Quality management will be explored with special attention given to the quality management process, the role of outcomes, the characteristics, uses, and sources of quality standards, and risk management and information management.

**5334 Operational Decision Making for Healthcare Managers.** (3-0) An introduction to the fundamentals of selected operations research techniques essential to the analysis of healthcare managerial problem situations, the design of new and improved systems, and the implementation of systems to achieve desired systems performance.

**5335 Public Health for Healthcare Administrators.** (3-0) This course introduces the healthcare manager to public health and its role in preventing illnesses and improving the health of the community. Students will learn of the role of the manager in disease prevention and how to participate and lead community efforts for the wellness of the community.

**5346 Healthcare Strategic Management.** (3-0) This capstone course examines mission, vision, strategy, and operations from both the formulation and implementation perspectives. Emphasis will be on the role of the manager/leader in strategic management analysis, creativity, and action. This course is available to HA majors only.

**5355 Human Resource Management in Healthcare Facilities.** (3-0) A study of personnel administration in the healthcare facility and the environment in which it functions. Emphasis will be on the role of the Personnel Office in forecasting, developing, and managing human resources, in addition to a review of current legislation affecting the personnel function.

**5356 Policy Development in Healthcare Arena.** (3-0) Prospective healthcare administrators analyze changing healthcare paradigm to determine decision-points where policies can be affected. Course allows students to apply existing skills to real world policy issues at state and national levels and to analyze policy development from numerous stakeholders' viewpoints.

**5362 Healthcare Organizational Behavior/Theory.** (3-0) This course is a study of theory and concepts drawn from the behavioral and social sciences. These concepts are applied as a foundation and conceptual framework for the analysis, diagnosis, prediction and guidance of human behavior in healthcare organizations.

**5371 Marketing of Health Services.** (3-0) A study of marketing functions and principles as they relate to the healthcare delivery system. Analysis of marketing concepts such as market segmentation, marketing planning, marketing audit, marketing positioning, and marketing mix will be discussed.

**5375 Healthcare Accounting.** (3-0) An introduction to financial accounting in healthcare with an emphasis on the preparation of non-profit financial statements for healthcare service organizations, control procedures for healthcare entities, and accounting issues unique to the healthcare industry. This course does not count for graduate degree credit. Graded on a credit (CR), no credit (PR) basis.

**5399A Thesis.** (3-0) This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Administration 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**5199B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5299B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5399B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5599B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5999B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5640 Administrative Practicum.** (0-20) A one semester, part-time field experience, which provides an orientation to the organization and special projects. Designed for the student already working full-time in healthcare.

**5840 Administrative Internship.** (0-40) A one semester, full-time field experience, which provides a limited rotation and special projects. Designed for the student with prior work experience in healthcare.

**5841 Administrative Residency.** (0-40) A full-time field experience, which provides an extensive rotation and special projects. Designed for the student with no prior work experience in healthcare. Student must be enrolled in the course for the duration of the field experience. Repeatable for credit.

## **Health Professions (HP)**

**5300 Teaching in the Health Professions.** (3-0) This course is an introduction to curriculum, instruction, and assessment methods in teaching and covers topics related to instruction in lecture, laboratories, and clinical settings. This course is required for first year teaching assistants and graduate instructional assistants. This course does not earn graduate degree credit. Graded on a credit (CR), no credit (F) basis.

## **Healthcare Human Resources (HHR)**

**5111 Independent Study in Healthcare Human Resources.** (1-0) An in-depth study of a single topic or related problem solved through human resources. The course may be repeated once if the topic studied is different.

**5191 Field Experience and Thesis Orientation.** (1-0) This course will prepare students for the field experience or thesis experience as well as the comprehensive exams qualifying students for these experiences.



**5307 Trends and Issues in Healthcare Human Resources.** (3-0) Designed to acquaint the student with the social and technological trends and issues that affect Healthcare Human Resources and healthcare delivery. Different areas of concentration will be selected. May be repeated with permission of the department chair if the topic studied is different.

**5311 Independent Study in Healthcare Human Resources.** (3-0) An in-depth study of a single topic or related problem solved through human resources. The course may be repeated once if the topic studied is different.

**5322 Human Resource Development in the Health Sciences.** (3-0) Designed to prepare the health professional to plan, develop, and implement a human resource development program; to coordinate activities within a human resource development program; and to direct a human resource development program.

**5326 Designing Training Programs.** (3-0) How to design training programs from definition of the problem, through development of objectives, process of instruction, sequencing, and evaluation. Contrasting instructional methods and processes are reviewed as they impact training program design in healthcare human resources.

**5328 Organization Development in Healthcare Human Resources.** (3-0) Examines the theories of organizational behavior as they apply to both the non-profit and the for-profit healthcare environment; and how the healthcare human resource professional may influence organizational development, employee satisfaction, and improve customer service in health care.

**5350 Human Resource Management in the Health Sciences.** (3-0) An exploration of the expanding body of knowledge for human resource managers in the unique setting of the healthcare industry. Current issues and topics include effective employee orientation, employee recruitment and selection, compensation systems, and employee health, safety and security. This course will assist human resource practitioners prepare for professional certifications.

**5354 Strategic Leadership in Healthcare Human Resources.** (3-0) Prepares the healthcare human resources professional for strategic leadership challenges within the larger organization. Leadership styles and models will be reviewed using case studies of human resource problems. The role of the human resource professional as a strategic partner at the executive level in healthcare will be reviewed.

**5356 Management of Occupational Health and Safety.** (3-0) This course is designed to increase awareness of employee health, safety, and security issues important to human resource managers in the maintenance of a safe and healthy work environment. Health related programs and policies will be examined in light of employer liability and state and federal legal requirements.

**5358 Human Resource Systems and Metrics.** (3-0) An examination of information systems and HR applications important to human resource management. The use of HR information systems and metrics in support of HR functions, HR related strategic management requirements of the organization, and legal issues will be examined.

**5372 Healthcare Labor Relations and Labor Law.** (3-0) U.S. Labor statutes and case law are studied to provide an understanding of labor law and union-management relations as well as labor law precedent for U.S. employment discrimination laws within healthcare. The course will examine the history of the U.S. Labor movement, union organizing in healthcare, and employee bargaining rights.

**5374 Employment Law in Healthcare.** (3-0) U.S. Statutes and case law are studied to provide an understanding work place non-discrimination requirements, sexual harassment, family and medical leave act, workers' compensation statutes, pay equity, age discrimination, privacy in the work place, wage & hour law, and immigration law for the employer.

**5391 Research Methods in Healthcare Human Resources.** (3-0) Both qualitative and quantitative research methods are examined as they apply to human resource development or management. Psychometric methods important to training and development are covered, especially those essential to training program evaluation and survey questionnaire development. Management science techniques used for resources optimization, strategic planning, and scheduling are reviewed.

**5399A Thesis.** (3-0) This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Healthcare Human Resources 5399B. Graded on credit (CR), progress (PR), no-credit (F) basis.

**5399B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**5495 Directed Study in Healthcare Human Resources.** (4-0) A course where the student investigates a topic of importance to Healthcare Human Resources under the supervision of a faculty member. Topics may be selected to advance a student's knowledge beyond that normally covered in an organized course. A significant terminal project should result from the investigation. Graded on a credit (CR), no-credit (F) basis.

**5640 Administrative Practicum.** (0-20) A one semester, part-time field experience which provides an orientation to the organization of human resources in healthcare organizations and special projects. Designed for the students already working full-time in healthcare.

**5840 Administrative Internship.** (0-40) A one semester, full-time field experience which provides an orientation to the organization, a rotation through human resources functions in healthcare organizations, and special projects. Designed for the students with little or no prior work experience in healthcare.

## **Health Research (HR)**

**5101 Independent Study in Health Services Research.** (1-0) An in-depth study of a single topic or related problem solved through health services research. The course may be repeated once if the topic studied is different.

**5191 Field Experience and Thesis Orientation.** (1-0) This course will prepare students for the field experience or thesis experience as well as the comprehensive exams qualifying students for these experiences.

**5301 Independent Study in Health Services Research.** (3-0) An in-depth study of a single topic or related problem solved through health services research. The course may be repeated once if the topic studied is different.

**5311 Seminar in Health Services Research.** (3-0) This course will introduce the student to some of the latest trends and issues in health services research, as well as newer analytical techniques, focusing on research applications where possible using real data and problems. This course may be repeated for credit with different area of study.

**5330 Biostatistics for Health Professionals.** (3-0) An applied course addressing statistical and analytical techniques important to researchers and practitioners within the scientific and health profession communities. This course provides in depth coverage of biostatistical methods from simple ANOVA and regression, through selected multivariate techniques. Effective Fall 2007, this course cannot be used for degree credit. Graded on a credit (CR), no credit (PR) basis. Prerequisites: HP 3302 or equivalent.

**5331 Research Methods in Health Services.** (3-0) Quantitative and qualitative research methods are introduced to evaluate effective health services. Psychometric techniques are covered to prepare survey questionnaire, experimental design for data collection, data analysis, and interpretations. Scientific principles such as randomization and replication are illustrated for efficient decision making. Prerequisite: Health Professions 3302 or equivalent.

**5333 Regression Analysis and Biostatistics.** (3-0) An introduction to multivariate analysis techniques appropriate to the health sciences. Multiple statistical packages such as the Biomedical package (BMD) will be utilized. The analysis of health data using least-squares analysis for the study of multiple regression and analysis of variance will be examined. Time series analysis will be studied for

its utility in forecasting needs within health agencies. Prerequisite: Health Research 5331 or consent of the instructor.

**5337 Clinical Trials and Statistical Analysis.** (3-0) A survey of statistical techniques important in the analysis of biomedical data, statistical analyses related to bioassay, clinical trials, and survey research with special emphasis on mathematical modeling techniques. Confidentiality and privacy of records, safe-guarding computer data, and rights of human and animal subjects will be addressed. Prerequisite: HR 5333 or consent of instructor.

**5339 Advanced Multivariate Health Data Analysis.** (3-0) Advanced multivariate analysis techniques are examined for their utility to the health sciences. Statistical computer packages, such as the Biomedical Statistical Package (BMD), will be used for the study of each statistical procedure. Applied to health data will be procedures such as multivariate analysis of variance, canonical correlation, factor analysis, and discriminate analysis. Prerequisite: HR 5333 or approval of instructor.

**5341 Operations Research in Health Administration.** (3-0) Adaptation and application of procedures and principles of operations research to the specific needs and requirements of health service institutions. Specific attention will be given to the improvement of effectiveness and efficiency of management functions and the delivery of health services. Emphasis will be placed on techniques to optimize allocation of resources, inventory control, customer service/cost factors, and project management within health institutions. Prerequisite: Healthcare Human Resources 5391 or Health Research 5331.

**5351 Principles of Epidemiology.** (3-0) Principles of epidemiological methods are examined as they may identify factors influencing health and disease in a population. Epidemiological methods are examined for their technique of hypothesis formation, retrospective and prospective methods, and sampling problems.

**5357 Clinical Epidemiology and Outcomes Research.** (3-0) Examination of techniques and issues important to clinical epidemiology and how they can be applied to health outcome research. A study of variation in the measurement of illness to include diagnostic and screening tests; experimental design; outcome measures; patient satisfaction; and risk adjustment for severity, co-morbidity, and demographic factors.

**5362 Bioinformatics.** (3-0) Examines clinical information systems and statistical issues in the emerging field of genomics and proteomics. Topics examined include medical advances, gene mapping, database issues, ethical issues surrounding genomic research, stochastic models, dynamic programming, Markov-Chain Monte Carlo methods, neural networks, and Bayesian statistical techniques. Prerequisite: HR 5330.

**5363 Medical Informatics.** (3-0) An examination of clinical aspects of health care information systems to include administrative systems, diagnostic systems, and patient care monitoring systems. Current challenges and future technologies will be discussed.

**5369 Health Information Systems.** (3-0) Critical examination of concepts and theories of medical information systems and their integrated support in functional areas of health institutions, such as pharmacy, clinical laboratory, radiology, food service, wards and clinics, patient administration, patient appointment scheduling and logistics.

**5383 Healthcare Marketing Research.** (3-0) Examination of methods for internal and external environmental analysis, including patient demographics and economic factors. Patient satisfaction surveys, institutional image analysis, competition analysis, and sources of health marketing research data will be introduced.

**5399A Thesis.** This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Research 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**5199B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5299B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5399B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5599B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5999B Thesis.** (3-0) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**5495 Directed Study in Health Services Research.** (4-0) A course where the student investigates a topic of importance to Health Services Research under the supervision of a faculty member. Topics may be selected to advance a student's knowledge beyond that normally covered in an organized course. A significant terminal project should result from the investigation. Graded on credit (CR), no-credit (F) basis.

**5640 Administrative Practicum.** (0-20) A one semester, part-time field experience which provides an orientation to the health services research organization and special projects. Designed for the student already working full-time in healthcare.

**5840 Administrative Internship.** (0-40) A one semester, full-time field experience which provides an orientation to the organization, a rotation through health services research functions in healthcare organizations and special projects. Designed for the student with little or no prior work experience in healthcare.

## **Long Term Care Administration (LTCA)**

**5322 Environmental Management in Long Term Care.** (3-0) Students will compare performance analyses of long-term care facilities with a focus on organizational culture, and internal and external customer satisfaction. Plans of managerial action to maximize customer satisfaction will be examined.

**5323 Governance Management in Long Term Care.** (3-0) Focuses on regulations for the operation of long term care facilities as promulgated by state and federal governments. Reviews the minimum requirements for licensure and the standards for Medicaid certification in Texas. Also examines specific activities and functions regarding accountability and enforcement procedures.

**5324 Personnel Management in Long Term Care.** (3-0) An examination of management issues in long-term care primarily in the critical areas of human resources, public relations, and marketing. Examples include staff recruitment and retention programs, training needs analysis, and marketing plan formulation.

**5325 Resident Care Management in Long Term Care.** (3-0) Administratively oriented content related to nursing care, quality indicator, and geriatric pharmacology utilized in long term care facilities. The course content reflects the relative legislative requirements mandated for nursing homes and other long-term care facilities.

**5335 Financial Management in Long Term Care.** (3-0) Students will examine the fiscal performance of selected facilities utilizing data from annual Medicaid cost reports with a focus on revenue enhancement and census development. Students will contrast various systems for determination of reimbursement and use reimbursement issues in a strategic planning sense.

**5681 Internship in Long Term Care.** (0-24) An internship in which the student works directly with a licensed nursing facility administrator in a licensed long-term care facility. Students will be exposed to all aspects of facility operation and management. Graded on a credit (CR), no credit (F) basis.

## **Graduate Faculty**

**Brooks, Matthew**, Associate Professor of Health Administration. B.S., Kennesaw State University; M.P.H., Virginia Commonwealth University; Ph.D., University of South Carolina.

**Fields, Tina**, Associate Professor of Health Administration. B.A., M.S., Ph.D., Texas A&M University; M.P.H., University of Texas School of Public Health.

**Greene, Lloyd**, Senior Lecturer of Health Administration. B.S., M.A., Kent State University; Ed.D., George Washington University.

**Griffin, Donald J.**, Assistant Professor of Health Administration. B.S., University of Alabama; M.B.A., University of Texas at Permian Basin; M.S., University of Oklahoma Health Science Center; M.S., Trinity University; J.D., Texas Wesleyan University.

**Johnson, Peggy**, Assistant Professor of Health Administration. B.S., East Tennessee University; M.P.H., Ph.D., University of Tennessee at Knoxville.

**Lieneck, Cristian**, Assistant Professor of Health Administration. B.S., Xavier University; M.H.A., Ph.D., Texas State University-San Marcos.

**Lozano, Yvonne**, Assistant Professor of Health Administration. B.S., University of Mary Hardin Baylor; M.S., Baylor University; Ph.D., University of North Texas.

**Mackenzie, Todd**, Senior Lecturer of Health Administration. B.B.A., M.S., University of North Texas.

**Moore, Tondra**, Assistant Professor of Health Administration. B.S., Alabama State University; M.P.H., Ph.D., University of Alabama at Birmingham; J.D., Samford University.

**Morrison, Eileen E.**, Professor of Health Administration. A.A.S., Broome Community College; B.S.Ed., M.P.H., University of Tennessee; Ed.D., Vanderbilt University.

**Nauert, Richard F.**, Associate Professor of Health Administration. B.S., University of Texas Health Science Center Dallas; M.S., University of North Texas; M.S., Trinity University; Ph.D., The University of Texas at Austin.

**Nowicki, Michael**, Professor and Director of the School of Health Administration. B.A., Texas Tech University; M.A., The George Washington University; Ed.D., University of Kentucky.

**Renick, C. Oren**, Professor of Health Administration. B.A., M.A., J.D., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.P.H., Tulane University.

**Shanmugam, Ram**, Professor of Health Administration. B.Sc., University of Madras; M.S., Brigham Young University; M.S., Rensselaer Polytechnic Institute; Ph.D., Temple University.

**Summers, Jim**, Professor Emeritus of Health Administration. B.A., University of North Texas; M.A., Ph.D., Tulane University.

**Welborn, Ruth Buckhannon**, Professor of Health Administration and Dean of the College of Health Professions. B.S.N., University of Texas Medical Branch; M.A., University of Texas at San Antonio; Ph.D., Texas A&M University.

## **Department of Health Information Management**

### **Certificate Offered:**

Graduate Certificate in Health Information Management

### **Major Program**

The graduate certificate in Health Information Management is designed to educate those with computer science, information systems, business, and healthcare management fields for career move into emerging positions related to the electronic health record, management of health information, health information exchange, and data analysis. Students will learn the basic content areas of the legal aspects of health information, the healthcare quality implement process, and the enterprise electronic health records. Students will also have the option to select additional course work from computer information systems or health research courses. The graduate certificate in HIM includes five courses (15 semester hours).

### **Admission Policy**

Admission is selective. The normal curriculum sequence begins in the fall semester and approval must be received to begin the coursework at any other time. Students must meet graduate college admission requirements and be admitted to the graduate college prior to applying to the Graduate Certificate in Health Information Management.

To be considered for admission, applicants must:

1. Have a completed bachelor's degree in any field
2. Must have earned a 2.5 GPA on the last 60 hours of bachelor's coursework. If a student has completed a master's or doctoral degree, a minimum cumulative 3.0 GPA is required.
3. Complete the HIM Certificate Program Application form

### **Immunization Requirements**

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

### **Background Check and Drug Screening**

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

## **Courses Offered**

**HIM 5301 The Enterprise Electronic Health Record.** (3-0) An in-depth analysis of the concept of an organization-wide electronic health record system. Focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective.

**HIM 5350 Legal Aspects of Electronic Health Information.** (3-0) This course offers a detailed assessment of how state laws and federal regulations influence the development and management of protected health information within a healthcare organization.

**HIM 5380 Quality Improvement in Health Care.** (3-3) An in-depth study on quality improvement methodology to include data retrieval, display, and outcomes analysis and the aspect of risk management for various sectors of healthcare. Mechanisms for promoting facility-wide participation in achieving optimum patient care as delineated in accreditation and government standards will be analyzed.

## **Graduate Faculty**

**Fenton, Susan H.**, Assistant Professor of Health Information Management. B.S.H.I.M., University of Texas Medical Branch; M.B.A., University of Houston; Ph.D., Texas A & M University Health Sciences Center.

**Wang, Tiankai**, Assistant Professor of Health Information Management. B.S., M.B.A., Tianjin University; Ph.D., Rutgers State University, New Brunswick.



## Department of Physical Therapy

### Doctoral Major and Degree Offered:

Physical Therapy, D.P.T.

### Major Program

The Department of Physical Therapy offers the Doctor of Physical Therapy (DPT) with a major in physical therapy. The degree length may vary but is designed for completion in three years with 99 academic hours. The program is accredited by the Commission on Accreditation of Physical Therapy Education. Graduates are eligible to take the licensure examination upon completion of the degree.

Physical Therapy is defined as the care and services provided by or under the direction and supervision of a physical therapist. Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease or other causes. They interact and practice in collaboration with a variety of professionals – physicians, dentists, nurses, educators, social workers, occupational therapists, speech-language pathologist, audiologist and other personnel involved with the patient/client. Physical therapists provide prevention and promote health, wellness and fitness. In addition they provide consultative services to health facilities, colleagues, business, and community organizations and agencies. Physical therapists provide health care to their patients/clients in a wide variety of settings, including, but not limited to, physical therapy office practices, hospitals, rehabilitation facilities, homes, long term care settings, schools, industrial settings, and athletic/fitness centers/

Physical therapist education is built on the knowledge and skills characteristically attributed to completion of a baccalaureate degree – general education that provides students with broad exposure to the humanities, arts, basic science and social science; requirements that provide students with the opportunity to delve into a discipline at some depth; and electives that provide students with the opportunity to explore other interests. Additionally, admission to physical therapist education programs typically requires students to have completed a set of prerequisite courses in biology, chemistry, physics, statistics, psychology, and human anatomy and physiology.

### Admission Policy

Admission is selective and competitive. The curriculum sequence begins once per year. The typical program is three academic years including three summer sessions.

To be considered for admission applicants must have an undergraduate degree, meet the requirement for Graduate College admission, a minimum of 3.0 GPA (on a 4.0 scale) in the last 60 semester hours before the undergraduate degree, a minimum of a 3.0 GPA in all science courses, and a preferred minimum score of 295 with no less than 150 on the verbal section and 145 on the quantitative section of the Graduate Record Examination (GRE). If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000, verbal and quantitative combined. Admission to the graduate program is also based on completion of all prerequisite courses with a minimum of 3.0 GPA, including: introduction to psychology; developmental psychology or abnormal psychology; statistics; medical terminology; human anatomy and physiology; exercise physiology or vertebrate physiology (must be upper division course); general chemistry I and II; and general physics I and II.

A separate physical therapy department application is required to assess the qualifications of an applicant and includes information such as biographical statement, volunteer or paid experience in physical therapy as well as completed reference checklists. An additional application fee of \$25 is also required by the department. A personal interview is required prior to acceptance. Meeting admission requirements for the Graduate College and the Physical Therapy Program does not guarantee admission to the graduate sequence in physical therapy

## **Application Deadlines**

All application materials for both the Graduate College and the Department of Physical Therapy must be received by the Texas State office of the Graduate College for the summer semester of a given year by October 15<sup>th</sup>. Application materials are available at the Physical Therapy website at <http://www.health.txstate.edu/pt/>.

## **Admission Requirements**

The application process for consideration for admission to the DPT program in Physical Therapy has two components. Part I and Part II must be submitted to the Office of the Graduate College.

### **Part I**

1. Submit an application for admission online at ApplyTexas.
2. Submit a non-refundable application fee of \$40.
3. Submit one official transcript from all colleges and universities attended.
4. Submit official results of the Graduate Record Examination (GRE) with a preferred score of 145 or higher (quantitative reasoning) and 150 or higher (verbal reasoning). The score must be on file in the Office of the Graduate College prior to the October 15<sup>th</sup> admissions deadline.

### **Part II**

1. Submit a Department of Physical Therapy application
2. Submit a non-refundable application fee of \$25.
3. Submit the supporting documentation with the application including three recommendations, pre-requisite course forms, and written statements in response to two questions on the application.

## **Immunization Requirements**

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

## **Background Check and Drug Screening**

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

## Financial Aid

Assistantships may be available for qualified applicants in the second and third year of the program. The Office of the Graduate College can provide further information regarding scholarships.

## Program Standards

Students enrolled in the Physical Therapy Curriculum must maintain high scholastic standards and develop skills necessary to work effectively as a physical therapist with people with diverse needs. Students are expected to demonstrate emotional, mental, and physical fitness in their interactions with others, use skills and techniques that are generally accepted by the professional community and conform to the Code of Ethics of the American Physical Therapy Association and the laws of the State of Texas. A student's acceptance into the program does not guarantee that student's fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet academic and professional behavior standards are allowed to continue in the program.

**Evaluating Student's Professional Behavior.** Members of the faculty, using their professional judgment, evaluate student's professional behavior continuously. Students receive information and counseling related to their professional behavior performance from faculty members, their advisors, and their clinical education supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluation of student's performance in simulated practice situations, supervisors' evaluations of student's performance in clinical situations, generic abilities/professional behavior assessment, assessment of clinical skills and adherence to the Code of Ethics. Relevant expectations are explicit in each course syllabus. Students who are not making satisfactory progress or who are not meeting program standards will be encouraged to withdraw from the program.

In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's professional behavior. It is a judgment that the student has failed to meet academic standards rather than a judgment made on the basis of the student's violation of valid rules of conduct. Disciplinary matters are referred to the Assistant Dean of Students.

**Required Withdrawal from the Program.** If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, he or she should discuss the situation with the student and the student's advisor.

The department chair, after considering the advisor's recommendations and after meeting with the student will determine whether the student will be allowed to remain in the program. The department chair need not meet with the student before making a decision if the department chair has given the student reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the department chair's decision in writing within ten working days of the department chair's meeting with the student.

If the student is dissatisfied with the department chair's decision, he or she may appeal to the Dean of the College of Health Professions. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the department chair within 10 working days of receiving the department chair's decision. The dean will consider the matter based on results compiled by the department chair and notify the student of this or her decision within 10 working days of receipt of the appeal from the department chair.

## Clinical Education

All students are required to complete part-time clinical education experiences in physical therapy facilities within the Central Texas area and in the Texas State Physical Therapy Clinic. The full-time clinical experiences may be completed in facilities within or outside of the Central Texas area. The

additional costs of travel during the part-time experiences, as well as the cost associated with temporary relocation during the full-time experiences, are the responsibility of the student.

## Courses Offered

### Physical Therapy (PT)

**5115 Problems in Physical Therapy.** (1-0) An in-depth independent study of a singular problem or related problem in the rapidly changing field of physical therapy. Special emphasis will be placed on the problems' current relevance and the value to the participant. May be repeated for credit.

**5150 Clinical Practicum.** (0-8) Part-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. May be repeated for credit. Prerequisite courses – PT 5310, 5311, 5212, 5214, 5620, 5521, 5110, 5122.

**5360 Clinical Education I.** (0-4) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. Prerequisites: PT 5110.

**5400 Human Structure and Function.** (2-6) A study of the structure and function of the human body with emphasis on the skeletal, muscular and nervous systems. Course focuses on anatomy and physiology of the body systems of special interest to students preparing to be health professionals. Laboratory study of the human cadaver is included. This course does not earn graduate degree credit.

**5461 Clinical Education II.** (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. Prerequisite courses – Must have successfully completed all previous didactic coursework, Directed Clinical Experiences and Clinical Education I to enroll in this course.

**5462 Clinical Education III.** (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. Prerequisite courses – Must successfully complete all previous didactic course work, Directed Clinical Experiences, and Clinical Education I & II to enroll in this course.

**7114 Professional Issues.** (1-0) This course serves as an introduction to the historical, current, and future issues faced by the physical therapy profession. This course is repeatable for credit.

**7115 Evidence-Based Practice.** (1-0) This course introduces the concept of evidence-based practice in physical therapy including the formulation of answerable clinical questions, methods of obtaining peer-reviewed evidence to those clinical questions, and how to critically appraise evidence once located. This course is repeatable for credit.

**7125 Clinical Decision Making I.** (1-0) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem-based learning environment. Students will identify complicating issues in patient care including physical, psychosocial, financial, and environmental factors as well as develop possible solutions to identified problems. This course is repeatable for credit.

**7130 Clinical Education Orientation.** (1-0) This course provides an orientation to the requirements of the clinical education course sequence including patient education as well as the legal, ethical and professional requirements of physical therapy practice.

**7135 Clinical Decision Making II.** (1-0) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem-based learning environment. Students will identify complicating issues through case scenarios incorporating factors from all courses taken through the first year spring semester. This course is repeatable for credit.

**7150 Directed Clinical Experience.** (0-15) A structured clinical experience in which the student will have the opportunity to demonstrate the ability to apply the theory and clinical skills acquired during didactic course work into the clinical environment. This course will be completed in the Texas State Physical Therapy Clinic. This course is repeatable for credit.

**7155 Clinical Decision Making III.** (1-0) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem based learning environment. Students will identify complicating issues through case scenarios incorporating factors from all courses taken through the second year fall semester. This course is repeatable for credit.

**7165 Clinical Decision Making IV.** (1-2) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem based learning environment. Students will identify complicating issues through case scenarios incorporating factors from all courses taken thus far in the program.

**7167 Research III in Physical Therapy** (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. This course involves a literature review and identification of a practice-based research question. Completion of the full research sequence is required for graduation.

**7177 Research IV in Physical Therapy** (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. The course involves development of data collection tools and strategies in a practice-based research environment. Completion of the full research sequence is required for graduation.

**7187 Research V in Physical Therapy** (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. The course includes patient outcomes data collection in a practice-based research environment. Completion of the full research sequence is required for graduation.

**7190 Independent Study in Physical Therapy.** (1-3) An in-depth independent study of a singular problem or related problem in the dynamic field of physical therapy and health care. Emphasis will be on the relevance of the problem and the value to the participant. May be repeated for credit.

**7197 Research VI in Physical Therapy** (1-2) this course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. The course includes completion of data collection and analysis for an oral presentation and final paper. Completion of this last course is required for graduation

**7231 Anatomy II – Spine.** (1-2) Study of static and dynamic aspects of the vertebral column and skull including bony landmarks, muscular, ligamentous attachments, and blood and nerve supply will be studied through lecture, lab, dissection of human cadavers, and independent study. This course is repeatable for credit.

**7241 Anatomy III - Lower Extremity.** (1-2) Study of static and dynamic aspects of the lower extremity including bony landmarks, muscular, ligamentous attachments, and blood and nerve supply will be studied through lecture, lab, dissection of human cadavers, and independent study. This course is repeatable for credit.

**7251 Anatomy IV - Upper Extremity.** (1-2) Study of static and dynamic aspects of the upper extremity including bony landmarks, muscular, ligamentous attachments and blood and nerve supply studied through lecture, lab, dissection of human cadavers, and independent study. This course is repeatable for credit. Prerequisite: PT 7241.

**7263 Body Systems III – Diagnostics** (1-2) Pharmacology, medical imaging, electronuromyography, and other selected diagnostic tests as related to physical therapist practices. Content emphasizes expected and adverse effects of selected medications, documentation of results of medical imaging procedures and the use of muscle and nerve integrity testing via nerve conduction velocity techniques.

**7294 Special Issues in Physical Therapy.** (2-0) Provides opportunities for learning through lecture covering multiple physical therapy practice settings and areas of specialization. Also designed to provide information relevant to the licensure process, preparation for the licensure exam, and test-taking strategies to enhance performance. This course is repeatable for credit. Prerequisite: Taken in last semester of program.

**7311 Anatomy I: Structural Anatomy.** (2-3) Introduction to the structure and function of the human body with emphasis on the skeletal, muscular, and nervous system. Content includes laboratory study of the human cadaver. This course is repeatable for credit.

**7312 Patient Care Skills I.** (2-3) This course introduces students to basic patient care skills and documentation. Topics emphasized include body mechanics, patient positioning, mobility, transfers, patient communication/instruction skills, and documentation format. Students will also receive an introduction to therapeutic exercise, health promotion and wellness, and infection control as well as patient rights and reimbursement issues. This course is repeatable for credit.

**7313 Body Systems I – Pathology.** (3-0) Normal and abnormal organ system function as related to physical therapist practice with emphasis on the musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary systems. Content includes tissue inflammation and repair, infection, degenerative processes, and changes related to processes of aging. This course is repeatable for credit.

**7326 Neuroscience I:Functional Neuroanatomy.** (2-3) Structure and function of the central, peripheral, and autonomic nervous systems in the context of lifespan human development. This course is repeatable for credit.

**7327 Research in Physical Therapy I.** (3-0) Three-course sequence introducing the physical therapy student to research and statistical methodologies. This initial course emphasizes the application of basic principles of the scientific method for: 1) critically reviewing physical therapy literature; 2) developing research proposals; and 3) identifying the tools necessary for analysis and assessment of clinical practice patterns. This course is repeatable for credit.

**7328 Examination Techniques.** (2-3) This course introduces students to basic evaluation and examination techniques used in physical therapy. Students will perform basic orthopedic, neurologic, cardiopulmonary, and integumentary evaluations in open lab and case-based learning environments. An emphasis will be placed on body mechanics, communication skills, positioning, and draping. This course is repeatable for credit.

**7333 Body Systems II – Cardiovascular/pulmonary System** (2-3) Fitness, health, wellness, and normal and abnormal function of the cardiovascular/pulmonary and metabolic systems as related to physical therapist practice. Content emphasizes basic principles of care in respiratory therapy, chest physical therapy, electrocardiography, exercise testing, exercise prescription, and cardiac rehabilitation.

**7336 Neuroscience II-Pediatrics.** (2-3) Study of typical growth and motor development and diseases, disorders, and dysfunction affecting postural control from birth to young adulthood. Content emphasizes motor control, motor learning, and recovery of function in the context of relevant models of practice, models of disablement, hypothesis-oriented clinical practice, and theories of motor control. This course is repeatable for credit.

**7346 Neuroscience III – Adults.** (2-3) Study of neurologic diseases, disorders, and dysfunction affecting postural control in the adult. Content emphasizes motor control, motor learning, and recovery of function in the context of relevant models of practice and disablement, hypothesis-oriented clinical practice, and theories of motor control. This course is repeatable for credit.

**7347 Research in Physical Therapy II.** (3-0) Three-course sequence introducing the physical therapy student to research and statistical methodologies. This second course emphasizes the proposal writing aspect of research, building on knowledge of research methods and statistics gained in PT 7327. Includes introduction to statistical software packages used for data-analysis and generating bibliographic material. This course is repeatable for credit.

**7356 Neuroscience IV – Geriatrics.** (2-3) Study of normal aging processes and diseases, disorders, and dysfunction affecting postural control in the older adult. Content emphasizes motor control, motor learning, and recovery of function in the context of relevant models of practice, models of disablement, hypothesis-oriented clinical practice, and theories of motor control. This course is repeatable for credit.

**7363 Body Systems III – Cardiovascular/Pulmonary System.** (2-3) Fitness, health, wellness, and normal and abnormal function of the cardiovascular/pulmonary and metabolic systems as related to physical therapist practice. Content emphasizes basic principles of care in respiratory therapy, chest physical therapy, electrocardiography, exercise testing, exercise prescription and cardiac rehabilitation. This course is repeatable for credit.

**7370 Clinical Education I.** (0-20) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit. Prerequisites: PT 7150 and full academic standing.

**7428 Therapeutic Interventions.** (2-4) Provides an introduction to basic therapeutic interventions. Topics emphasized include current theory and application of tissue mobilization, light, heat, cold, ultrasound, hydrotherapy, compression, and electrical currents as well as assistive devices, traction, and isokinetics. Introduces therapeutic exercise including energy metabolism, muscle physiology, and response to exercise. This course is repeatable for credit. Prerequisite: PT 7312.

**7462 Patient Care Skills II.** (2-4) This course introduces students to physical therapy care for patients with multi-system involvement. The focus is on integumentary physical therapy, orthotics and prosthetics, oncology and patients in the burn/acute/intensive care units. Complicating factors such as age, malnutrition, pain, obesity, diabetes, and other comorbidities will be included. This course is repeatable for credit.

**7467 Research in Physical Therapy III.** (4-0) Three-course sequence introducing the physical therapy student to research and statistical methodologies. This final course builds upon the knowledge of research methods and statistics gained in evidence-based practice (EBP). The emphasis of this course is on the application of EBP in a clinical setting. This course is repeatable for credit. Prerequisite: PT 7347.

**7474 Management Issues.** (3-0) Study of basic management theories, principles, and practices as they relate to the health care delivery system, reimbursement resources and issues, and internal and external forces that impact health care delivery. This course is repeatable for credit.

**7480 Clinical Education II.** (0-20) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit. Prerequisites: PT 7370 and full academic standing.

**7481 Clinical Education III.** (0-20) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit. Prerequisites: satisfactory progress in PT 7480 and full academic standing.

**7539 Musculoskeletal I – Spine.** (3-4) Study of static and dynamic aspects of the vertebral column and skull studied through lecture, lab, literature review, and independent study. Knowledge and skill will be integrated to identify problems, prognosis, functional goals, and to develop comprehensive intervention programs related to the spine, including preventative health planning. This course is repeatable for credit.

**7549 Musculoskeletal II - Lower Extremity.** (3-4) Study of static structural and dynamic aspects of the lower extremity. Emphasizes the effects and affects of forces on function. Clinical decision-making involving the integration of knowledge and skill to identify problems, establish goals, and develop comprehensive physical therapy programs related to the region of study. This course is repeatable for credit.

**7559 Musculoskeletal III - Upper Extremity.** (3-4) Study of static structural and dynamic aspects of the upper extremity. Emphasizes the effects and affects of forces on function. Clinical decision-making involving the integration of knowledge and skill to identify problems, establish goals, and develop comprehensive physical therapy programs related to the region of study. This course is repeatable for credit.

**7690 Clinical Education IV.** (0-40) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit.

### **Health Professions (HP)**

**7300 Teaching in the Health Professions.** (3-0) This course is an introduction to curriculum, instruction, and assessment methods in teaching and covers topics related to instruction in lecture, laboratories, and clinical settings. This course is required for first year teaching assistants and graduate instructional assistants. This course does not earn graduate degree credit. Graded on a credit (CR), no credit (F) basis.

### **Graduate Faculty**

**Boucher, Brenda,** Clinical Assistant Professor of Physical Therapy. B.S., University of Texas Southwestern Medical Center-Dallas; M.Ed., University of Houston; Ph.D., The University of Texas at Austin.

**Gibbs, Karen,** Associate Professor of Physical Therapy. B.S., East Tennessee State University; M.S., D.P.T., University of the Pacific.

**Gobert, Denise,** Assistant Professor of Physical Therapy. B.S., University of Texas Health Science Center-San Antonio; M.Ed., Ph.D., The University of Texas at Austin.

**Hardage, Jason,** Associate Professor of Physical Therapy. B.A., University of Mississippi; M.S., D.S.C.P.T., University of Alabama at Birmingham.

**Melzer, Barbara,** Professor of Physical Therapy. B.S., University of North Dakota; M.S., University of Minnesota; Ph.D., The University of Texas at Austin.

**Parker, Mary Elizabeth,** Clinical Assistant Professor of Physical Therapy. B.A., Duke University; M.S.P.T., Virginia Commonwealth University.

**Sanders, Barbara,** Professor and Chair of the Department of Physical Therapy. B.S., M.S., University of Kentucky; Ph.D., The University of Texas at Austin.

**Wainner, Robert S.,** Associate Professor of Physical Therapy. B.S., University of Texas Medical Branch Galveston; M.S.P.T., University of Kentucky; Ph.D., University of Pittsburgh.



## Department of Respiratory Care

### Certificate Offered:

Polysomnographic Technology

### Major Program

The Department of Respiratory Care offers a graduate certificate in Polysomnographic Technology. The nine-month program is accredited by the Commission on Accreditation for Respiratory Care and graduates are eligible to immediately sit for national credentialing examinations upon completion of the certificate. Polysomnographic Technologists, or sleep technologists, are health care practitioners who record and collect diagnostic sleep data, as well as, make recommendations to physicians for appropriate therapy to treat sleep disorders. Gathering extensive physiologic data that occurs while sleeping, sleep studies measure multiple parameters including breathing efforts, blood oxygen levels, electrical activity of the brain (EEG), electrocardiogram (ECG), eye movement (ROC and LOC), muscle activity (EMG) and many other physiological responses.

### Admission Policy

Admission is selective and competitive. The curriculum sequence begins once per year starting each fall and completing in the spring. Students must meet graduate college admission requirements and be admitted to the graduate college prior to applying to the Graduate Certificate Program in Polysomnographic Technology in the department.

To be considered for admission, applicants must:

1. Hold a national credential as a respiratory therapist or possess a state/national credential/license in a healthcare profession with a patient-care focus
2. Hold a bachelor's degree with a 2.50 GPA in the last 60 semester hours of the undergraduate degree. If a student has completed a master's or doctoral degree, a minimum cumulative 3.0 GPA is required
3. Complete the PSG Admission packet and submit the program application by the June 15 to be considered by the PSG Admissions Committee for competitive admission to the limited cohort. Admission packet includes:
  - a. PSG Application Form
  - b. Letter of Intent from the applicant stating personal reasons for pursuit of the polysomnography/sleep technology profession
  - c. Three letter of reference vouching for the character and integrity of the applicant as a potential healthcare provider
  - d. Proof of national/state credentials/licenses

Following the application deadline, the PSG Admissions Committee begins the application review process. Cohort size is limited due to accreditation standards for student/teacher ratios. Successful and unsuccessful candidates are notified by mail and email. Unsuccessful candidates are provided with information regarding the reapplication process. Student selection is made on academic performance and not on the basis of race, color, religion, gender, age, or national origin.

## **Immunization Requirements**

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

## **Background Check and Drug Screening**

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

## **Clinical Education**

All students are required to complete clinical education experiences in sleep center facilities within the Central Texas area and in the Texas State Sleep Center. The costs of travel during clinical experiences are the responsibility of the student.

## **Certificate Completion**

Upon completion of the nine-month program, a graduate certificate will be presented to the student and notation made to the individual transcript. If further graduate education is desired, the student may be eligible to apply the 15 polysomnography graduate hours toward completion of the Master of Science in Interdisciplinary Studies (MSIS) degree through the Occupational Education Program at Texas State.

## **Courses Offered**

**RC 5211 Polysomnography Instrumentation I.** (0-2) Designed to teach the function, operation, and design of electroneurodiagnostic equipment. Monitoring devices, electrode application, and patient connection will be covered in detail. Prerequisite: Departmental approval.

**RC 5214 Polysomnography Instrumentation II.** (0-2) Advanced study of waveform characteristics and montage development, filters, and PSG electronics. Signal pathways, reference electrodes, impedance checking and filter settings in calibration waves will be covered. Prerequisite: Departmental approval.

**RC 5215 Clinical Polysomnography-Sleep Staging II.** (0-1) Advanced clinical education sleep staging rules, light, delta and REM sleep scoring and analysis. EEG, EMG, ECG and respiratory events will be discussed in depth and are components of the polysomnogram report. A research project and presentation will be assigned by the faculty. Prerequisite: Departmental approval

**RC 5310 Fundamentals of Polysomnography.** (3-0) Introduction to the physiology of sleep, including sleep neurology, sleep architecture, and classification of sleep disorders. Review of basic cardiac physiology and ECG arrhythmia recognition. Sleep pathologies will be discussed according to etiology, pathophysiology, symptoms, diagnosis, treatment, and prognosis. Prerequisite: Departmental approval.

**RC 5312 Clinical Polysomnography-Sleep Staging I.** (0-1) Direct patient diagnostic monitoring is performed under close supervision in a sleep lab. Differential amplifiers, amplifier calibration, artifact correction and the professional role of the sleep tech will be demonstrated. A research project and presentation will be assigned by the faculty. Prerequisite: Departmental approval required.

**RC 5313 Polysomnographic Therapeutic Intervention.** (3-0) In-depth study of the treatments available for sleep apnea including, CPAP, BiPAP, oxygen therapy, patient adjunctive fitting, surgical intervention, and the role of the sleep tech in titration. Special attention will be given to titration algorithms, nocturnal seizure disorder studies, REM behavior disorder studies, MSLT's, and MTW's. Prerequisite: Departmental approval.

## **Graduate Faculty**

**Harkins, Lynda**, Associate Clinical Professor of Respiratory Care. B.S.R.T., Medical College of Georgia; M.S.H.P., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

**Marshall, S. Gregory**, Associate Professor and Chair of the Department of Respiratory Care. B.S., Baylor University; M.S.H.P. Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

**Petroff, Peter A.**, Clinical Professor of Respiratory Care, B.S., DePaul University; M.D., University of Illinois Medical School.