School of Health Professions
The University of Texas Medical Branch
Define Your Future Now!

2012 Viewbook
General Information

Information regarding admissions policies and procedures appears in the School of Health Professions Bulletin, the UTMB General Catalog, and the Student Services website.

Please reference the following:

School of Health Professions Scholarships: http://www.shp.utmb.edu/scholarships.asp
Departmental admissions requirements: http://shp.utmb.edu/
Click on the program of your choice.

Helpful Contact Information

School of Health Professions
Office of Academic and Student Affairs
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-1136
Phone: (409) 772-3030 | Fax: (409) 772-1550
E-mail: shp.recruiting@utmb.edu

Office of Enrollment Services & Financial Aid
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-1305
Phone: (409) 772-1215 | Fax: (409) 772-4466
E-mail: enrollment.services@utmb.edu
http://www.utmb.edu/enrollmentservices/

Office of Student Life
University of Texas Medical Branch
301 University Boulevard
Galveston, TX 77555-1316
Phone: (409) 772-1996 | Fax: (409) 747-2527
http://www.utmb.edu/studentlife/
The University of Texas Medical Branch School of Health Professions is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of the UTMB School of Health Professions. The Commission should be contacted only if there is evidence that appears to support the institution’s significant non-compliance with a requirement or standard.

Publication Policy
The programs, policies, statements, fees and/or courses contained in this document are subject to continuous review and evaluation. The UTMB School of Health Professions reserves the right to make changes at any time without notice. This publication is therefore intended for information purposes only. Matriculation information particular to the individual programs within the School of Health Professions is contained in departmental guidelines issued to admitted students upon enrollment. Applicants should consult these publications for detailed information regarding policies, procedures and resources.

Equal Opportunity Statement
The School of Health Professions is committed to a policy of equal opportunity for all, and will not discriminate on the basis of race, color, sex, age, religion, national origin, sexual orientation, or disability.

Admission Inquiries
Inquiries concerning admission to the School of Health Professions should be addressed to the department of interest.

International Students
Please consult the UTMB General Catalog and SHP Bulletin found at http://www.utmb.edu/enrollmentservices/about/Catalogs.html

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Letter from the Dean,
Dr. Elizabeth Protas

The mission of the School of Health Professions is to provide and promote quality education, research, and service in an environment that fosters collaboration and mutual respect. We exist to develop and promote good practices in the teaching and development of our students, produce excellent research, and provide service to our community.

It’s been another busy and productive year, as we began an ambitious plan to double enrollment over the next ten years. We’re doing more—and we’re doing it better. We seek to deliver education and research that shape lives and society. Our strategic plan reflects our successes of which we are very proud.

Progress has been dramatic. The ambitious targets we set for ourselves are being met and exceeded. Our curricula has been re-invigorated to offer the highest academic standards, producing graduates who are among the most sought after in Texas. We are recognized nationally for the quality of our teaching and the cutting-edge relevance of our research.

We greatly value our strategic alliances with UTMB Health Systems, especially Rehabilitation Services, our external advisory council, the Schools of Medicine, Nursing, and the Graduate School of Biomedical Sciences, the Transitional Learning Center, the dedicated professionals who mentor our students during clinical rotations, and our alumni. We are proud to be associated with such a dynamic network of friends—and we hope they are proud of the parts they play in our achievements. Together, we will continue to make a real difference.

An important part of our strategy is to cultivate a deep understanding of the needs of students, employers and the school. We’re also more actively engaged with large employers to ensure we can best serve the needs of the organizations where so many of our students will begin work and apply their skills. We strive to provide the highest standards of teaching, based on best practices from the public and our partners. This approach is already reaping rewards, as evidenced by impressive student survey feedback which showed that students regard many aspects of their university experience as first-rate. It’s good to know that they are proud of UTMB and SHP, too.

And the best is yet to come. Through this viewbook, the School of Health Professions proudly offers a glimpse of our many outstanding programs exemplifying our continued role as a recognized leader in service, research and education.

Sincerely,

Elizabeth J. Protas, P.T., Ph.D., FACSM, FAPTA
Vice President and Dean, School of Health Professions
George T Bryan Distinguished Professor
Senior Fellow, Sealy Center on Aging
History of the School

More than a century has passed since the Texas legislature authorized the founding of the University of Texas and the State’s first Medical Department. In the late 1800s, Galveston was the largest and most prosperous metropolitan city in Texas when a public referendum decided the island was the logical location for the Medical Department.

Within 10 years, the first session consisted of 13 faculty members, 23 students and 2 buildings, John Sealy Hospital and the Ashbel Smith Building. The hospital, a clinical teaching facility, was constructed in 1890 with a $50,000 bequest from John Sealy, one of Galveston’s most prominent citizens. In 1891, the first medical department building, the Ashbel Smith Building, nicknamed Old Red, provided the necessary classrooms, laboratories and offices.

In 1890, the John Sealy Training School for Nurses became the first nursing school west of the Mississippi River and, in 1896, became one of America’s first nursing schools to affiliate with a major state university.

Two decades later, in 1919, the Medical Department was renamed the University of Texas Medical Branch to reflect its emerging influence and stature within the Southwest. For the next 30 years, UTMB was the only state medical school in Texas.

Biomedical research programs were launched at UTMB in 1952 and were formally organized under the Graduate School of Biomedical Sciences in 1969.

Created in 1968 as The School of Allied Health Sciences, today’s School of Health Professions addressed the first waves of demand for specialized medical technology and research, physical therapy, occupational therapy, and other health sciences.

“The School of Health Professions is a progressive college today because it evolved from UTMB’s 117-year history of advancing the state’s health care. As part of this rich training environment, we remain focused on the challenges of educating the growing number of medical professionals needed in Texas and across the nation.”

– Donald B. Wagner, FACHE
SHP Advisory Council Member, Emeritus

• SHP was the first school in the Southwest completely dedicated to specific health science professions.
• The School has educated more than 6,500 health care practitioners and pioneered clinical experiences through UTMB’s six hospitals, affiliated Shriners Hospital for Children in Galveston, extensive network of outpatient clinics and more than 300 affiliated clinical sites in six states.
• It is also one of the first schools at UTMB to offer a degree program to off-campus students via Tele-campus and Internet technology.
The Office of Academic and Student Affairs (ASA) performs a number of roles for its constituents: students, staff, faculty, department chairs, and the dean. These include a wide range of student services such as recruitment, admissions, academic support, counseling, tutoring, student organization sponsorship, student advocacy, and representing students on a variety of institutional committees and task forces.

ASA supports the student grading and promotion committees of each department and of the school by interpreting UT System and institutional policies and procedures and overseeing student academic appeals and disciplinary proceedings.

Additional roles include:

**Liaison role**—between school/departments/students and specific service areas, e.g., Enrollment Services, Library, Auxiliary Enterprises, Classroom Services, external faculty evaluation vendor.

**Ministerial functions**—conducting degree audits and clearing students for recommendation to the faculty to award their degrees; preparing or reviewing periodic reports to the University, Board of Regents, Texas Coordinating Board, legislative bodies, accrediting agencies, professional associations and others; preparing and submitting for approval the school bulletin; developing student fee and tuition proposals; negotiating and preparing agreements for faculty outside the school who teach interdisciplinary SHP courses; overseeing school’s affiliation contracts; conducting external academic reviews; maintaining and publishing the school academic calendar.

**Teaching duties**—ASA faculty members maintain teaching duties and participate in the faculty practice plan; serve on departmental, school, and institutional committees and task forces.

**Help desk recommendations**—referring individuals to the appropriate individuals, offices and units regarding academic policies, procedures, and services.

Clearinghouse mission—collecting and disseminating news and information used in decision making, planning and evaluation. Special assignments—as determined by the dean.

ASA personnel collaborate with each department to continue the school’s long-standing reputation for admitting and graduating stellar students in its programs, particularly minority and disadvantaged students. The admissions committee of each department seeks students with diverse interests, social origins, personalities and other qualities to reinforce the special character of each academic program. While academic achievement is an important factor, qualities of intellectual curiosity, creativity, capacity for empathy, leadership, responsibility and flexibility are considered.
SHP Scholarships and Awards

Scholarships offered at The University of Texas Medical Branch School of Health Professions are designed to attract and retain outstanding students. To be considered, students must be accepted to UTMB School of Health Professions and submit a scholarship application available on-line.

Newly entering students are not required to complete a scholarship application, as they are automatically considered for scholarship awards for which they qualify. Awards of academic scholarships are based primarily on predictors of academic success, such as GPA. Additional consideration will be given to leadership qualities, financial need, and socioeconomic background.

Out-of-state students who receive a competitive academic scholarship from UTMB SHP totaling $1,000 or more per academic year qualify for in-state tuition.

Free Application for Federal Student Aid (FASFA)

It is recommended that all scholarship applicants complete the Free Application for Federal Student Aid (FASFA), as many of the scholarship opportunities consider financial need.

For additional information about scholarships please visit http://shp.utmb.edu/scholarships/default.asp
The CLS Profession

Clinical Laboratory Sciences is a Health Profession that links SCIENCE and INFORMATION to HEALTH and MEDICINE.

- Clinical Laboratory Science professionals use sophisticated biomedical instrumentation and technology, computers, and manual dexterity skills to test blood and body fluids.
- CLS uses knowledge and experiences in biology and chemistry to detect and monitor how the body’s organ systems are functioning.
- Laboratory testing involves analysis performed in clinical chemistry, hematology, immunology, immunohematology, microbiology, and molecular biology.
- Clinical Laboratory Science professionals, often called medical technologists, are vital health care detectives, uncovering and providing laboratory information from analyses that assist health care providers with patient diagnosis, treatment, prevention of disease and maintenance of health.
- Clinical Laboratory Science professionals use test results to aid in detecting cancer, heart disease, diabetes, and infectious mononucleosis, and to identify virus, bacteria, and parasites that cause infections such as HIV, strep throat or malaria.
- Clinical Laboratory Science professionals monitor drug levels for patients undergoing treatment or search for evidence of drugs of abuse.

Program Facts

The CLS program includes courses in hematology, microbiology, clinical chemistry, blood bank, molecular biology, research, management, and education. Lectures and labs are presented via face-to-face, videoconferencing, and the web using modern lecture rooms and technology enhanced laboratories located in the School of Health Professions. Clinical rotations in each major area is incorporated into the curriculum.

The UTMB program offers a number of degree and certificate plans to help each student realize their goal of a rewarding career in Clinical Laboratory Sciences.

Accreditation

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). For more information, please visit www.naacls.org

Admission Requirements

To be considered for admission to the Bachelor of Science program in Clinical Laboratory Sciences, applicants must present official documentation of the following:

- 60 semester hours of specified prerequisites from an accredited college or university
- A minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale (Note: a grade of “C” or higher is required to satisfy any prerequisite)
- Official transcripts of all college courses sent to UTMB Enrollment Services and application fee paid
- Three letters of reference

Students in the Master’s in CLS Programs must have either a BS in CLS or in a related science field, complete the GRE, and have a minimum GPA of 3.0 on a 4.0 scale. For the Masters in Transfusion Medicine, a Specialist in Blood Bank certificate is also required.
The following prerequisite courses are required of applicants and must be completed at an accredited college or university.

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<th>Program Prerequisites</th>
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<td>Electives **</td>
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<td>English Composition and Literature</td>
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<td>General Chemistry with Lab *</td>
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<td>General Microbiology *</td>
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<td>Human Physiology</td>
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<td>Humanities</td>
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<td>Mathematics ***</td>
<td>3</td>
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<tr>
<td>Social/Behavioral Science ****</td>
<td>3</td>
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<td>United States History (may include TX HIST)</td>
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<td>United States Government (must include TX GOVT)</td>
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<tr>
<td>Visual/Performing Arts</td>
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Total: 60

* Biology and chemistry sciences courses must be for science majors and include labs.

** Students are strongly encouraged to take courses in genetics and statistics to satisfy their elective prerequisites.

*** The mathematics course must be college algebra or higher.

**** Courses with prefixes ANTH, ECON, CRJ, GEOG, PSYC, SOCI, SOCW, or other social and behavioral sciences.

Please refer to the General Information Catalog section for Undergraduate Requirements for Admission available at http://www.utmb.edu/enrollmentservices/PDF/Gen_Info_Catalog_2010-12_web.pdf

Applicants are encouraged to contact UTMB’s Office of Enrollment Services or the respective school/program office to inquire about other courses that may satisfy Core Curriculum requirements.

On Campus Program Options

Regular Track

The 2 year full-time on-campus degree program prepares individuals who have completed 60 hours of prerequisite courses to obtain a baccalaureate degree. The degree allows individuals to take a national examination for certification as a medical technologist/clinical laboratory scientist.

Three Year Tracks

Full-time and part-time 3-year degree plans are available to students who have other major responsibilities, such as the need to work full time or care for family members. An individualized degree plan is developed with the student’s assigned advisor.
Clinical Laboratory Sciences/Physician Assistant Studies Track
A dual-acceptance track into the CLS (baccalaureate level) and the Physician Assistant Studies (master’s level) programs are available for students interested in this career path. Students complete the CLS baccalaureate degree and then continue on to complete the Physician Assistant master’s degree.

Master’s Programs

Master’s in Clinical Laboratory Sciences
The Master’s of Science degree in CLS is designed to prepare the clinical laboratory scientist, or basic science undergraduate, for a career in research, teaching or management within laboratory medicine. Graduates of this program will obtain research, teaching and managerial positions in academia, clinical laboratories and in industry.

Two tracks for the degree are offered
- Master’s of Science in Clinical Laboratory Sciences for CLS graduates
- Master’s of Science in Clinical Laboratory Sciences for science graduates

Master’s of Science in Transfusion Medicine
The Master’s of Science degree in Transfusion Medicine is designed to prepare specialists in blood banking for a career in consultation, administration and supervision, or research in the field of immunohematology and transfusion therapy.

PhD Program

The Department of Clinical Laboratory Sciences (CLS) in collaboration with the Department of Preventive Medicine and Community Health’s Clinical Science Program offers a Ph.D. or M.S. degree in Clinical Science. The program will provide advanced education for clinical laboratory scientists/medical technologists in areas of research which translate the principles of new basic science laboratory techniques into clinical laboratory practice, study patient outcomes based on treatment protocols utilizing laboratory testing, and design diagnostic algorithms for the use in new medical techniques.

Blended Learning Options

LEAP (Laboratory Education and Advancement Project)
The LEAP Program offers medical laboratory technicians the opportunity to complete a baccalaureate degree in CLS. They receive credit for the basic-level MLT courses that have been completed through the associate degree program. LEAP students may choose to take courses on-campus or through distance education, taking their courses via video lectures, web and computer-based instructional lessons, and limited on-campus weekend laboratories. Upon consultation with a CLS advisor, a student may choose the standard 3.5-year or accelerated 2-year LEAP degree plan.

The University of Texas Permian Basin (UTPB) and University of Texas At Tyler
A Bachelor of Science degree in CLS can be obtained from UTMB by attending courses via videoconference lectures, web-based didactic courses and on-site laboratory classes on the campuses of The University of Texas of the Permian Basin and The University of Texas at Tyler.

Categorical Certification Track
The web-based CLS academic credit certificate program allows individuals with a baccalaureate or higher degree to complete a specific track and gain certification in one area of the laboratory. We offer categorical certification programs in Chemistry, Hematology, Immunohematology, and Microbiology. On-campus laboratories in Galveston or at other collaborative program sites are required for this track.

“It is important to provide quality practitioners for clinical laboratories so that patients can be treated appropriately in the health care system. With laboratory results providing 70-80% of the independent data that is used to diagnose and treat patients, it is vital that these tests are performed in an accurate and precise manner. Quality educational experiences must be provided to students for them to understand the importance of their role on the health care team.”

— Vicki S. Freeman, PhD, MLS (MASCP) SC, FACB, Department Chair, Clinical Laboratory Sciences

For additional information about the Clinical Laboratory Sciences Program please visit http://shp.utmb.edu/cls/
Redefine Your Future

UTMB’s School of Health Professions is now offering a distance learning Master’s of Science degree for bachelor’s level Physician Assistants and Respiratory Therapists. This degree will offer advancement opportunities in education, management, advanced clinical practice and research.

Program Facts

This program is a Master of Science degree with a total of 35 credit hours of coursework that includes 15 credit hours of core curriculum and 20 credit hours of guided practicum. The guided practicum is composed of applied practice, divided into four courses of five credits each. Each practicum includes detailed objectives with specific reading assignments that provide relevant content and form a basis for the practical experience. The program will enable credentialed practitioners to obtain a rigorous graduate education that will complement their previous training and provide for career advancement. The program consists of four alternative tracks: Education, Management, Advanced Clinical Practice and Research.

Admission Requirements

To be considered for the Master of Science in Health Professions, applicants must present official documentation of the following:

- Score on the Graduate Record Examination. GRE scores are valid for 5 years from date taken. UTMB’s GRE code is 6887.
- TOEFL score of 550 (if English is a second language).
- Minimum 3.0 overall GPA, on a 4.0 scale.
- Three (3) letters of recommendation from a practicing professional in your field.
- Physician Assistant: Bachelor of Science degree from an accredited PA program and a current PA license.
- Respiratory Therapist: Baccalaureate degree in any field and and RRT credentials.

Contact Us

Physician Assistant Studies
p: 409.772.3048  f: 409.772.9710
http://shp.utmb.edu/pas/

Department of Respiratory Care
p: 409.772.5693  f: 409.772.3014
http://shp.utmb.edu/respiratory_care/

For additional information about the Master of Science in Health Professions Program please visit
http://shp.utmb.edu/mshp/
The Profession

Dietitians are experts in the area of food and nutrition. They have special skills in translating scientific and medical knowledge related to food and health. They inform the general public of the relationship between diet and health and play an important role in health promotion. Dietitians work in a variety of areas including clinics and hospitals, residential care facilities, schools and community health agencies. With additional training and advanced degrees or certifications, dietitians may specialize in areas such as diabetes, renal care or pediatric dietetics or explore opportunities in the food industry, education, research, business and media.

The educational and professional requirements to become a Registered Dietitian (RD) involve the completion of a bachelor's degree from an accredited university or college in dietetics, foods and nutrition, or a related field. The course work must be accredited or approved by the Commission on Accreditation for Dietetics Education (CADE) of the American Academy of Nutrition and Dietetics. A CADE-accredited supervised practice experience providing a minimum of 1200 hours is required upon completion of the bachelor's degree. Successfully passing the national examination administered by the Commission on Dietetics Registration (CDR) is the final step to becoming an RD. In addition to RD credentialing, many states have regulatory laws requiring licensure.

According to the Bureau of Labor Statistics, employment of dietitians is expected to increase 9 percent during the 2008-18 projected decade. In addition, dietitians with specialized training, an advanced degree, or certifications are projected to enjoy the best employment opportunities. With such great and diverse opportunities in the field of dietetics, RDs will continue to play an important role in health-care and other roles in the community.

Program Facts

The Nutrition & Metabolism program combines courses leading to the Master of Science degree with a dietetic internship. The curriculum includes advanced nutrition and metabolism, medical nutrition therapy, sports nutrition, weight management, nutrition in the life cycle, and evidence-based clinical nutrition. The program will prepare competent dietitians with a master's degree for employment in entry-level positions in medical nutrition therapy.

Accreditation

The program is currently seeking accreditation with the American Academy of Nutrition and Dietetics. Please visit the SHP website at http://shp.utmb.edu/home.asp for updates.

For additional information about the Nutrition and Metabolism Program please visit http://shp.utmb.edu/nutr/

Admission Requirements

To be considered for the program in Nutrition & Metabolism, applicants must present official documentation of the following:

- Bachelor of Science degree in an American Dietetic Association approved undergraduate program in Nutrition or related major.
- Verification statement showing completion of a didactic program in a dietetics program.
- Score on the Graduate Record Examination. GRE scores are valid for 5 years from date taken. UTMB's GRE code is 6887.
- Minimum 3.0 overall GPA.
- Three (3) letters of recommendation. At least one (1) recommendation must be from an undergraduate nutrition program faculty member.
**Program Facts**

The MOT program is designed as a 4+2 curriculum which includes both academic and practice courses totaling 82 credit hours (64 credits of academic coursework and 18 credits of Level II fieldwork).

Level II fieldwork must be completed on a full-time basis (9 credit hours per course), and within 24 months of completing the academic component of the curriculum.

Upon completion of the program, students are eligible to take the exam from the National Board for the Certification in Occupational Therapy (NBCOT) required for licensure in Texas. Note: A felony conviction may affect a graduate’s ability to take the NBCOT exam.

**Admission Requirements**

To be considered for admission to the occupational therapy program, applicants must present official documentation of the following:

- Baccalaureate Degree
- Grade of C or better in prerequisite courses

- Three professional references. One from supervising OTR/COTA (from OT experience)
- 20 hours of work, observation, or volunteer experience in an OT setting
- Upon invitation, you will be scheduled for an on-site interview and to compose an essay

Students with the greatest chance of being interviewed will:

- Have a minimum overall GPA of 3.0
- Have a minimum prerequisite GPA of 3.0

**Admission Philosophy**

The Department of Occupational Therapy demonstrates commitment to the UTMB core values of service, diversity, innovation, community, and education through its process of selecting students into the Masters of Occupational Therapy (MOT) program. We are committed to serving the health needs of all Texans, to educating a healthcare workforce whose diversity mirrors the population they serve, to doing things in new ways, to making our community a better place to live and work, and to facilitating life long-learning for individuals within our university community.
The Department of Occupational Therapy seeks students who set themselves apart by their high standard of academic achievement, their professional qualities, and their occupational engagement in activities that suggest a well-rounded character. In particular, we seek those who exhibit self-direction and maturity, have an interest in whole-person learning, and have the ability to unite cognitive, affective, and experiential knowledge.

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<td>Anatomy and Physiology</td>
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<td>Human Movement or Physics</td>
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<td>Human Movement or Physics Statistics</td>
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<td>Lifespan Human Development</td>
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<td>Neurological Basis for Human Behavior</td>
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<td>Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>Neuroanatomy</td>
<td>3</td>
</tr>
</tbody>
</table>

Please refer to the General Information Catalog section for Graduate Requirements for Admission available at http://www.utmb.edu/enrollmentservices/PDF/Gen_Info_Catalog_2010-12_web.pdf

“We embrace the World Health Organization’s vision of enabling people with health concerns to live productive, fulfilling lives, and we have the critical skills, knowledge and commitment to make this vision a reality. Occupational therapists view health within the context of the social and physical environment. Our ultimate goal is to promote health and wellness by enabling people to participate in meaningful activities, regardless of age or functional ability.” (WHO, ICF, Geneva 2002)

— Gretchen V.M. Stone, PhD, OTR, FAOTA, Department Chair, Occupational Therapy

Mission

The mission of the Department of Occupational Therapy is to foster a community of educators, scholars, master practitioners, and community leaders in the discipline of occupational science and the profession of occupational therapy that will generate, apply, and disseminate knowledge about occupation for the enhancement of societal health and the enrichment of professional practice.

Accreditation

The professional course of study in occupational therapy is fully accredited by the Accreditation Council for Occupational Therapy Education. For more information, write to 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220, or call (301) 652-AOTA. You may also visit http://www.aota.org/Educate/Accredit.aspx

Board Certification/Licensure

For more information, please contact: National Board for Certification in Occupational Therapy, 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150.

For additional information about the Occupational Therapy Program please visit our website at http://shp.utmb.edu/ot/
The PT Profession

Physical Therapy is a dynamic and rewarding profession that helps patients gain the mobility and the strength they need to move forward and put their lives back into motion. The Physical Therapist (PT) works with people of all ages and in a variety of settings. Physical Therapists apply research and their thorough understanding of the musculoskeletal, neurological, and circulatory systems to examine patients and develop a plan of care to reduce pain, restore function, and prevent disability. They teach patients to prevent injury and to manage their health so that they can function optimally in life.

All physical therapists are required to earn a graduate degree in Physical Therapy from an accredited physical therapy program and pass the national licensure examination to qualify for licensure in the state where they practice. In preparing graduates to meet this goal, the mission of the Department of Physical Therapy is to advance the practice of physical therapy by generating knowledge and educating students to become autonomous practitioners who are able to meet society’s changing health care needs. Our faculty of highly qualified educators and researchers as well as a vigorous and challenging curriculum provide the catalyst for graduates to successfully enter the profession of physical therapy.

Qualities Needed to be a Physical Therapist

Physical therapy requires excellent judgment and problem-solving abilities, compassion, tact, flexibility and patience. Because of the direct patient contact involved, the physical therapist must enjoy working with people and be able to make each patient’s rehabilitation goals a priority. The physical therapist must also win the confidence, trust and commitment of the patient. Good verbal and written communication skills are extremely important. Conversational Spanish is an asset for physical therapists practicing in Texas.

Admission Requirements

To be considered for admission to the physical therapy program, applicants must present official documentation of the following:

- Online Application: https://www.utmb.edu/OnlineApp/
  We recommend early application to allow receipt of ALL documents before the application deadline.

- Bachelor’s Degree and all pre-requisite courses by May of the year in which you wish to begin the PT program. Submit all transcripts from every college attended. Transcripts must be directly sent from each university to UTMB Enrollment Services.
• 49 hours of specific UTMB prerequisite courses with a grade of C or better. No more than 60 hours can be transferred from a junior college. All math and science prerequisite credits must be less than 10 years old.

• Minimum of 3.0 overall GPA OR the GPA for the last 90 hours (we will use the higher of those two GPA scores)

• Minimum of 3.0 math/science GPA on all courses coded MATH, BIOL, CHEM, PHYS (Kinesiology and statistics courses are not included in this calculation.)

• Score on the Graduate Record Examination. GRE scores are valid for 5 years from date taken. UTMB GRE code is 6887.

• A minimum of 40 hours (80 hours is recommended) of volunteer or paid experience in a physical therapy setting in which you have been supervised by a licensed PT. Signed volunteer/work documentation forms must be scanned and submitted with the application. It is highly recommended that you have a variety of experiences. Some examples include, but are not limited to: Outpatient and Inpatient Orthopedic Rehabilitation, Outpatient and Inpatient Neurological Rehabilitation, Burn Rehabilitation, Sports Medicine, Pediatrics, Geriatrics, Home Health and Cardiopulmonary Rehabilitation.

• Three (3) recommendation forms. At least one (1) recommendation form must be from a PT who supervised your volunteer or work experience.

• Student Profile form available on our website http://shp.utmb.edu/pt/

• All forms required to accompany the application can be found on our PT website under Application Information.

Please mail all admissions support documents to:
Department of Physical Therapy
Admissions Committee
301 University Boulevard
Galveston, Texas 77555-1144

<table>
<thead>
<tr>
<th>Program Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Natural Sciences (31 hours)</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>(Must be a course for science majors and include lab.)</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>(Must be a course for science majors and include lab.)</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>(Must be a course for science majors. Must include lab. Microbiology and Cell Biology courses with labs may be accepted for this requirement. Anatomy and Physiology I or the Anatomy part of a two semester Anatomy and Physiology course will not be accepted toward this requirement.)</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>(May be a Vertebrate, Chordate, Comparative or Human Physiology course. Must be a course for science majors and include lab.)</td>
<td></td>
</tr>
<tr>
<td>College Algebra, Trigonometry, or Calculus</td>
<td>3</td>
</tr>
<tr>
<td>(Any one of these math courses is acceptable. For any other math course to be approved, the student must submit a waiver request. See Course Approval Process.)</td>
<td></td>
</tr>
<tr>
<td>Behavioral Sciences (6 hours)</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>(Introduction to Psychology is also acceptable.)</td>
<td></td>
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<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>(Lifespan Psychology or Child Psychology is acceptable. Life-Span Development offered through an Education Department may be accepted.)</td>
<td></td>
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<tr>
<td>Humanities &amp; Liberal Arts (9-12 hours)</td>
<td></td>
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<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>(Must include composition.)</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>(Recommended.)</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>(Upper level psychology or sociology or education based is preferred. Must include ANOVA.)</td>
<td></td>
</tr>
</tbody>
</table>

“In keeping with the mission of the University, “Working Together to Work Wonders,” and the vision of the University, the Department of Physical Therapy looks to the future in educating physical therapist students who meet the demands of a changing health care system. Beginning in the fall of 2008, a Doctor of Physical Therapy curriculum was offered to all entering PT students. As practitioners of choice in a model of autonomous practice and direct access, graduates of the program will be equipped with advanced skills and knowledge for evidenced based practice.”

— Carolyn Utsey, P.T., Ph.D. Chair, Physical Therapy

Please refer to the General Information Catalog section for Graduate Requirements for Admission available at http://www.utmb.edu/enrollmentservices/PDF/Gen_Info_Catalog_2010-12_web.pdf
Departmental & General Information

Our History
The UTMB physical therapy program is the oldest in the state of Texas with a strong alumni base. This program was accredited in 1944. The UTMB student body is praised as one of the most diverse in the country. This well-established program started a DPT curriculum in the Fall of 2008.

Mission Statement
To advance the practice of physical therapy by generating knowledge and educating students to become autonomous practitioners who are able to meet society’s changing health care needs.

Accreditation
Our accrediting agency is the Commission on Accreditation in Physical Therapy Education (CAPTE).

For additional information about the Doctor of Physical Therapy Program at UTMB please visit our website at http://shp.utmb.edu/pt/
Program Facts

The Department of Physician Assistant Studies at The University of Texas Medical Branch, established in 1971, offers a two year professional curriculum in Physician Assistant Studies. The training program provides experiences in clinical practice, research, and professional services progressing from didactic to clinical courses and clinical rotations. Upon completion, students are awarded a Master's of Physician Assistant Studies (MPAS), and may sit for the national certifying examination to achieve licensure and certification. The UTMB PA program provides students with the basic and fundamental knowledge, skills, and attitudes for development into primary care physician assistants. The training program is designed to provide students with a flexible, broad-based curriculum offering didactic and clinical experiences in primary care medicine. The program's vast clinical affiliations network offers a wide variety of medical learning experiences ranging from assignments at academic health science centers to community-based rural health experiences. During the clinical year, the student must plan for the expense of rotations away from campus (living expenses, transportation, etc.). It is the program's intent to instill the necessity to develop an inquisitive and self-structured approach to lifelong learning.

Admission Requirements

To be considered for admission to the physician assistant program, applicants must present official documentation of the following:

- Applicants must possess the academic and personal qualities necessary for mastery of the curriculum and future success as practicing physician assistants. Applicants should meet the minimal criteria for application and admission. All course work is used in GPA calculations. Overall grade point average must be 3.0 or above.

- Program criteria and deadlines are posted at http://shp.utmb.edu/pas/prospective.htm. Requirements and deadlines are subject to change.

The PA Profession

Physician Assistant (PA) is a rewarding career choice for individuals who are interested in medicine, sensitive to the needs of patients, and committed to the delivery of quality, cost-effective health care. The profession evolved in response to an appeal to extend the delivery of primary care medicine and, since its inception in 1965, has had a profound impact on health care.

Physician Assistants are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. Because of the close working relationship the PA has with the physician, the PA is educated in the medical model designed to complement physician training.
• Applicants must have a bachelor’s degree from an accredited university or college and must have completed all prerequisites with grades of “C” or better. All prerequisite credits and receipt of the bachelor’s degree must be completed no later than the spring semester of the year of matriculation. The program does not accept prior learning experience to fulfill prerequisites and/or professional course work credit.

• Applicants must submit and complete the CASPA application, official transcripts, and supporting documents on or before the published deadline.

• Applicants must also complete the UTMB supplemental application on or before the specified deadline.

• Applicants must submit results of the Graduate Record Examination Score. GRE scores are valid for 5 years from date taken. GRE institution code is 6887; department code is 0601. Results must be received by UTMB Enrollment Services by the published deadline.

• Areas to include in the supporting statement: experiences (medical and otherwise), special and unique talents, honors and accomplishments, work history, community service, extracurricular activities, geographic representation, social and economic background, special personal circumstances (poor grades, etc.), and leadership potential. It is helpful to include a one to two page resume that highlights your education, work, and community service experiences with your application.

• Applicants must have paid appropriate fees to CASPA and UTMB. The following prerequisite courses are required of applicants and must be completed at an accredited college or university.

```
Program Prerequisites                                Credit Hours

Biological Sciences for biology majors (with lab)    8
   If you CLEP general biology, you will need to complete another biological science course (8 hours) with lab for this requirement.

Microbiology/Bacteriology for biology majors (with lab) (or 3*)  4

Immunology/Virology                                  3
   Nutrition, molecular biology, cellular or embryology may be submitted although immunology or virology is preferred.

Genetics (without lab)                               3

Anatomy (with lab)                                   4
   Strongly prefer vertebrae comparative anatomy. Kinesiology courses do not count toward this requirement

Physiology (with lab)                                4
   Strongly prefer vertebrae comparative physiology. Kinesiology courses do not count toward this requirement

Chemistry for biology majors (with lab)              8

Organic Chemistry/Biochemistry (with lab) (or 3*)    4

Behavioral Sciences (sociology/psychology)           6

Statistics (with analysis of variance and/or multiple regression)  3

College Algebra or higher                            3

* 3 credits acceptable when college/university does not offer lab with course.
```

Please refer to the General Information Catalog section for Graduate Requirements for Admission available at http://www.utmb.edu/enrollmentservices/PDF/Gen_Info_Catalog_2010-12_web.pdf

“With increased demands on their time, physicians are no longer the sole purveyors of primary care. Growing numbers of patients compounded by rising health care costs mean they now delegate many of the roles they used to handle personally. Today, Physician Assistants fill those roles and manage patient cases together with their attending physicians and other members of the interdisciplinary health care team.”

— Richard Rahr, EdD, PA-C, Department Chair, Physician Assistant Studies
Departmental & General Information

Mission
The mission of the UTMB Physician Assistant Program is to recruit, enroll and graduate an academically talented student body that reflects the cultural, geographic and socioeconomic diversity of Texas.

Accreditation
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) defines the standards for PA education and evaluates PA educational programs to ensure compliance with those standards. The PA program has an excellent accreditation history that began in February 1973 with preliminary approval, pending graduation of the first class. The program has received continuous accreditation since that time. For more information on certification, please visit http://www.nccpa.net/

For additional information about the Physician Assistant Studies Program please visit our website at http://shp.utmb.edu/pas/

CASPA Application
https://portal.caspaonline.org/
Rehabilitation Sciences Academic Division & Research Center

The Profession

Rehabilitation Science, as defined by the Institute of Medicine (IOM), encompasses “basic and applied aspects of health services, social sciences, and engineering as they are related to restoring human functional capacity and improving a person’s interaction with the surrounding environment.”¹ As such, Rehabilitation Science is, by definition, interdisciplinary and extends beyond the boundaries of traditional academic departments. The interdisciplinary Rehabilitation Sciences Academic Division and Research Center were established in 2001 in the School of Health Professions to develop and support an infrastructure for research and graduate education programs in rehabilitation sciences.

Goals & Vision

Our vision is to create an environment of interdisciplinary research, education and scholarship that is recognized internationally for its scientific quality and significance. The goals of the Rehabilitation Sciences Academic Division and Research Center are to:

• Support and encourage graduate education and research training programs
• Promote and conduct interdisciplinary research examining prevention, intervention, and recovery associated with disabilities and chronic disease
• Establish support services that encourage rehabilitation research and scholarship designed to improve rehabilitation and disability outcomes
• Facilitate faculty development and opportunities for collaborative scholarship in rehabilitation and disability

PhD Program

The Graduate Program in Rehabilitation Sciences provides advanced education for individuals who wish to conduct research in rehabilitation, disability and recovery. The growing aging and disabled population has increased the need for outcomes research to reduce and prevent disability and to advance evidence-based health care in rehabilitation. Graduates are positioned to become future leaders in academic health science and clinical research.

The interdisciplinary PhD program in Rehabilitation Sciences, offered through the Graduate School of Biomedical Sciences (GSBS), includes an emphasis on the Institute of Medicine’s (IOM) Enabling-Disabling Model of rehabilitation and health.¹ This model focuses on the need for outcomes research to reduce and prevent disability, and to advance evidence-based health care in rehabilitation.

Reference

Through interdisciplinary experiences, including a solid theoretical and methodological foundation in clinical and community health-related rehabilitation services, students are provided with advanced training in rehabilitation sciences, including assessment, development, restoration, and maintenance of independent function in persons with physical and cognitive impairments. Rehabilitation sciences also include methods to prevent disability and the examination of adaptation to functional impairment, and social limitations resulting from a disability. The rehabilitation sciences graduate program is intended for individuals who have a degree in a rehabilitation-related field and have expressed a clear commitment to a career in rehabilitation and disability research.

Admission Information
The Program is open to individuals with a degree in a rehabilitation or disability-related field including rehabilitation medicine/science, physical and occupational therapy, nursing, neuroscience, exercise sciences, kinesiology, bioengineering, human factor engineering/design, and rehabilitation/clinical psychology. Applicants with backgrounds in other areas may be considered if their education, experience and interests are suitable to program faculty. The formal application process begins with the standard application to the Graduate School.

The requirements for admissions and process for applying can be found at the program website http://rehabsciences.utmb.edu/phdProgram.asp

Support
Students enrolled full-time in the Rehabilitation Sciences PhD Program may qualify for an annual stipend. Support is based upon availability of funds and will be determined once an application has been recommended for acceptance. Funding is provided by a variety of sources – a training grant from the National Institutes of Health, the Center for Rehabilitation Sciences, various research grants and university endowments.

Dual Enrollment
Students applying to the School of Health Professions (SHP) professional programs in occupational therapy (MOT) and physical therapy (DPT) are eligible to concurrently apply to the Rehabilitation Sciences graduate program in the Graduate School for Biomedical Sciences (GSBS). Students must complete the application requirements for SHP and GSBS. Students currently enrolled in the MOT and DPT programs are also eligible for the dual enrollment option. These students must apply to the GSBS and should consult their academic advisor for additional information. The course of study for students enrolled in the MOT/PhD or DPT/PhD option includes a combination of integrated courses. Some courses meet the requirement for both degree programs. The curricula will be individualized to meet the clinical, academic, and research interests of participating students and faculty.

Postdoctoral Research Training
The interdisciplinary postdoctoral training program provides structured research experiences to qualified individuals interested in academic and clinical careers related to disability, rehabilitation and recovery. Postdoctoral fellows plan, conduct, and disseminate research in collaboration with a mentor and interdisciplinary team. Funding is provided by a variety of sources – a training grant from the National Institute on Disability and Rehabilitation Research, the Center for Rehabilitation Sciences, various research grants and university endowments. Additional information related to qualifications and the application process can be found at http://rehabsciences.utmb.edu/postdoc.asp

“More than 50 million people in the United States experience a long-lasting disability, and among the non-institutionalized people over the age of 65, over 40 percent report some form of sensory, physical or mental limitation that impairs their ability to work or participate in activities inside and outside the home. Furthermore, the number of persons with chronic diseases and limited ability to complete daily living activities is projected to increase by more than 20 percent in the next decade.”

— Kenneth J. Ottenbacher, PhD, Division Director, Rehabilitation Sciences
Areas of Research

Rehabilitation Sciences research is interdisciplinary and examines methods of prevention, intervention, and recovery associated with disabilities and chronic disease that limit a person’s ability to engage in meaningful personal, community, recreational, and vocational activities. Research programs are focused in four areas – aging and geriatric rehabilitation, clinical and community rehabilitation, muscle biology of rehabilitation, and population-based health services rehabilitation. Consistent with the core values of UTMB, research in each area includes an emphasis on diversity and ethnic, racial, and gender disparities with a particular focus on variations in treatment and outcomes.

Aging and Geriatric Rehabilitation

Examines social, environmental, and medical interventions associated with successful aging, and evaluates functional outcomes and the impact of minority status on health and disability in older adults. More than 17 million older adults reported the need for some use of long-term care and rehabilitation services in 2005. Sixty-five percent of these individuals are 65 years-of-age and older. Research collaboration takes place with investigators in the Sealy Center on Aging, who are internationally recognized leaders in geriatric health care and disability research in minority aging.

Clinical and Community Rehabilitation

Examines physical activity, psychological well-being and functional independence in individuals with disabilities and/or chronic disease. Research takes place in both inpatient and outpatient settings among individuals who are participating in exercise programs or rehabilitation interventions.

Muscle Biology of Rehabilitation

Examines mechanisms associated with muscle function including protein synthesis, muscle metabolism, cell signaling, the role of essential amino acids and exercise associated with muscle growth and regeneration. Research efforts assist in the quantification and evaluation of rehabilitation outcomes. A network of research laboratories in the Departments of Physical Therapy, Internal Medicine (Endocrinology and Geriatrics), and Orthopedic Surgery and Rehabilitation provides the opportunity to integrate research information and activities in muscle biology, motor control, and applied physiology, with basic rehabilitation practice.

Population-based Health Services Rehabilitation

Examines rehabilitation outcomes and/or the relationship of personal attributes, clinical characteristics, or risk factors on health related and disability outcomes using large national databases or population-based surveys.

For additional information about the Rehabilitation Sciences Academic Division and Research Center, please visit our website at http://rehabsciences.utmb.edu.
Department of Respiratory Care (RC)

The RC Profession

Practitioners in the field of Respiratory Care (RC) work as a part of the health care team in hospitals, intensive care units, emergency rooms, newborn and pediatric intensive care units, operating rooms, asthma education programs, air and ambulance transport teams, cardiopulmonary diagnostic laboratories, rehabilitation facilities, and home care agencies.

Respiratory Care Practitioners perform therapeutic and life support procedures such as oxygen and aerosol drug administration, airway clearance therapies, ventilator management, education of families and patients about lung disease and perform life saving cardiopulmonary resuscitation. In addition, Respiratory Care Practitioners provide diagnostic testing such as pulmonary function tests, blood gas analysis, sleep studies, and measure and monitor cardiopulmonary function in the critical care settings.

Job Outlook

According to the Bureau of Labor Statistics (BLS), “Employment of respiratory therapists is expected to grow by 21 percent from 2008 to 2018, much faster than the average for all occupations. The increasing demand for respiratory therapists will come from substantial growth in the middle-aged and elderly population—a development that will heighten the incidence of cardiopulmonary disease. Growth in demand also will result from the expanding role of respiratory therapists in case management, disease prevention, emergency care, and the early detection of pulmonary disorders.”

According to the 2010 reporting period the average wage for all respiratory therapists including associate degree therapist was $55,200, while the average wage for therapists with baccalaureate degrees was estimated to be $63,510 or greater.

Admission Requirements

To be considered for admission to the program in Respiratory Care, applicants must present official documentation of the following:

- 61 semester hours of specified prerequisites from an accredited college or university.
- Successful completion of the Texas Success Initiative (TSI).
- A minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale (Note: a grade of “C” or higher is required to satisfy any prerequisite).
- Career Ladder applicants must present their NBRC registry credentials.
The following prerequisite courses are required of both Career Ladder and Foundation Program applicants and must be completed at an accredited college or university.

<table>
<thead>
<tr>
<th>Program Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Humanities or Literature *</td>
<td>6</td>
</tr>
<tr>
<td>General Chemistry with Lab **</td>
<td>8</td>
</tr>
<tr>
<td>Human Anatomy and Physiology with Lab</td>
<td>8</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Social/Behavioral Science ***</td>
<td>6</td>
</tr>
<tr>
<td>United States History (may include TX HIST)</td>
<td>6</td>
</tr>
<tr>
<td>United States Government (must include TX GOVT)</td>
<td>6</td>
</tr>
<tr>
<td>Visual/Performing Arts ****</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 61

* Must include 3 hours in Humanities or Literature (Philosophy, Classical Language or Cultural Studies; may include 3 hours of Speech).

** Recommend substituting Health Professions Sequence.

*** Courses with prefixes ANTH, ECON, CRIJ, GEOG, PSYC, SOCI, SOCW, or other social and behavioral sciences.

**** Performing Arts: Prefixes for course selection; ARTS, DANC, MUAP, MUEN, MUSI, DRAM, or equivalent.

Please refer to the General Information Catalog section for Undergraduate Requirements for Admission available at http://www.utmb.edu/enrollmentservices/PDF/Gen_Info_Catalog_2010-12_web.pdf

Applicants are encouraged to contact UTMB’s Office of Enrollment Services or the respective school/program office to inquire about other courses that may satisfy Core Curriculum requirements.

Programs

The Foundation Program

Designed for those entering the Respiratory Care field. The Foundation Program requires 61 semester hours of prerequisites for admission and 87 semester hours (two years) of professional courses after entry into the program. In some circumstances, The Foundation Program curriculum can be extended over a three-year period. Students must meet with an advisor to plan their course sequence.

The Career Ladder Program

Designed for graduates of other types of respiratory care programs who have passed the NBRC Registry examinations. The Career Ladder Program provides for 50 semester hours of block credit. In addition to the 61 semester hours of prerequisites required for admission, the student must complete 37 semester hours of professional courses in residence after entering the program.

Graduate Degree Programs

For qualified students, the Baccalaureate Degree Track in Respiratory Care may be combined with a Graduate Degree track in Physician Assistant Studies or a Masters Degree in Health Professions with a specialty in Respiratory Care. Students select the Graduate Degree Track upon applying to The Respiratory Care Program. The BSRC must be completed before entering the Graduate Degree program.

Program Objectives

Graduates of the program will demonstrate: 1) professional behaviors consistent with employer expectations as advanced-level respiratory therapists; 2) the ability to comprehend, apply, and evaluate clinical information relevant to their role as advanced-level respiratory therapists; 3) technical proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

For additional information about the Respiratory Care Program please visit our website at http://shp.utmb.edu/respiratory_care/

“The aging Baby Boomers, now 60 years old, are the fastest growing age group in the country. With dramatic increases in asthma and chronic lung disease, there is an increased demand for practicing respiratory therapists. Advances in ventilator and monitoring technologies and new therapies have improved our ability to manage diseases while at the same time increasing the need for higher degrees of education.”

— Jon O. Nilsestuen, PhD, RRT, Department Chair, Respiratory Care
The School of Health Profession Chairs Council began a strategic planning process during the 2009-2010 academic year. The plan was reviewed and discussed by faculty and staff, and finally approved by the Faculty Assembly on September 23, 2010. This plan will help guide our activities over the next 5 years.

People: Faculty

Goal: Expand faculty recruitment and development activities to advance the educational and research mission and support enrollment growth.

Strategies to advance the Faculty Mission:

- Increase the number of faculty positions to reflect SHP enrollment/research growth
- Develop an integrative, standardized SHP faculty recruitment process
- By 2015, 75% of the faculty would have earned doctorates
- Enhance faculty development opportunities in teaching, research, and service
- Encourage the Academy of Master Teachers and other campus resources as venues for faculty development
- Each faculty will have a faculty development goal
- Enhance faculty satisfaction through retention, communication, development, and recognition
- Develop a compensation plan for research faculty
- Evaluate the Annual Faculty Performance Review
- Implement an Academic Residency Program

Growth: Research

Goal: Expand research in the School of Health Professions.

Strategies to advance the Research Mission:

- Obtain Coordinating Board approval for independent PhD program in rehabilitation sciences (completed)
- Expand number of stipends to support PhD students in rehabilitation sciences by 10% by 2011
- Continue to develop and explore new opportunities for collaborative PhD training with programs in PMCH, Clinical Sciences, and the Institute for Translational Science (e.g., CLS and Clinical Sciences)
- Maintain research infrastructure for postdoctoral training and early career development (K12) faculty
- Enhance Administrative Research Infrastructure
- Examine options for protecting research equipment, samples, and laboratory space from damage in future hurricanes (completed)
- Increase number of SHP proposals for external research funding by 10% annually through 2015 compared to the FY 2009 base
- Expand research space
- Maintain and expand research collaborations throughout campus
- Facilitate research opportunities for current faculty
- Expand faculty development in research

Growth: Practice

Goal: Expand faculty practice income.

Strategies to advance the Practice Mission:

- Increase the number of faculty regularly engaged in clinical practice
- Increase faculty practice opportunities/contracts
- Increase faculty practice income
- Develop a Manual of Operating Procedures for the Faculty Service, Research, and Development Program

**Education**

*Goal: Recruit and retain high caliber students.*

**Strategies to advance the Education Mission:**

- Implement Student Enrollment Plan to increase the number of students by 40% by 2015 (Target 826 compared to 590 FY 2010) and include classroom, laboratory, and office space to match the increase in enrollment
- Plan strategies, organize and align departments to meet our goal of 40% increase in enrollment
- Devise and implement a marketing plan to attract more highly qualified students
- Implement and revise as needed the recruitment plan
- Revise website and use social media as recruitment and communication tools
- Increase scholarship support by 5% annually over the next 5 years
- Develop innovative programs
  - Occupational Therapy Doctorate and Doctor of Clinical Laboratory Sciences
  - New Masters Program in PAS, CLS, RC, and Clinical Nutrition (*completed*)
  - Establish credit for CLS certificate program (*completed*)
  - Implement the MPT to DPT transitional program (*completed*)
- Improve support mechanisms to advance recruitment
- Complete re-accreditation and academic program reviews
- Increase/ improve academic and teaching lab space
- Finalize Hurricane Ike repairs
- Increase student clinical placement sites by 40% by 2015
- Continue to expand diversity of student body from 24% to 28% by 2015
- Establish support for a diverse student population

- Develop new curricular models that leverage technology
- Explore resource support for the new educational models
- Assess staffing for the school, particularly related to technical support, clinical contracts, grants, administration, and education
- Encourage student participation in *synergy* activities—*synergy* is a Quality Enhancement Plan (QEP) designed to provide collaborative educational experiences for students in all four schools

**Finance**

*Goal: Maintain a positive contribution margin.*

- Provide excellent stewardship of our financial resources
- Monitor budget monthly

**Quality and Service**

*Goal: Facilitate faculty and staff satisfaction.*

**Community**

*Goal: Expand support for SHP.*

**Strategies to advance the Community Mission:**

- Work with the Development Office to develop a development plan, and review and revise annually
- Increase the number of endowed programs, scholarships, faculty positions
- Cultivate alumni and the community for SHP support

*Goal: Increase community outreach activities*

**Strategies to advance Community Outreach Mission:**

- Continue to develop Global Health Initiatives
- Pursue inter-professional service learning opportunities
- Develop support for community learning opportunities
- Work with the Office of Alumni Affairs to regularly participate in alumni newsletters, regular and e-solicitations
UTMB Application
https://www.utmb.edu/OnlineApp/

Scholarships Available
http://shp.utmb.edu/scholarships/

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