MASTER’S & CERTIFICATE
EDUCATION FOR HEALTHCARE PROFESSIONALS (EDHP) PROGRAM

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SELF – STUDY: SPRING 2020

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THANK YOU

Thank you for assisting us with the continuous quality improvement of our graduate program in Education for Healthcare Professionals at Texas A&M University. The Academic Program Review (APR) to which you are contributing is part of a periodic review of all Texas A&M University academic programs. APR offers opportunities to assess the standards of our programs and to learn from review team member’s experiences with similar programs. In addition to the charge to the charge to the committee, this letter provides you with a brief overview of the academic program offered by the Education for Healthcare Professionals Master’s Degree and Certificate Program.

EXTERNAL REVIEW TEAM CHARGE AND MEMBERS

The review team is charged with examining the program listed above and making recommendations that we may use to inform continuous quality improvement processes. Resources that you will have for this assessment are a self-study to be completed by the Program Director, other materials that may be provided by our office, information that you may gain through personal interactions while visiting Texas A&M University and any additional information that you request. Within the broad charge of informing continuous quality improvement are the following specific questions that we would like for you to address.

- Based on the data/information provided in the self-study report or gathered by the review team, what are the EDHP program’s overall strengths and weaknesses?
- How well do the program’s strategic goals align with those of its college and with those of Texas A&M University?
- How would you compare this program with its peers? Specifically, is the curriculum directly related and appropriate to the mission and goals of the institution?
- With only current resources or a modest infusion of new ones, what specific recommendations could improve the program’s performance, marginally or significantly?

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu. Thank you.

MEMBERSHIP OF THE EXTERNAL REVIEW TEAM

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EXECUTIVE SUMMARY OF SELF-STUDY

The MS/Certificate program in Education for Healthcare Professionals was approved by the Texas Higher Education Coordinating Board (THECB) in 2012 as part of the Texas A&M Health Science Center’s (TAMHSC) School of Graduate Study. The program was developed as an interdisciplinary program between the colleges within the TAMHSC with the primary goal of providing the necessary training to produce effective leaders and educators in healthcare education. As part of the plan, courses in the EDHP program and the College of Nursing’s Masters of Science in Nursing Education would be cross listed. The program is fully online. In 2013, the TAMHSC merged with Texas A&M University (TAMU) and the TAMHSC School of Graduate Studies was dissolved. The EDHP program is now housed in the College of Medicine, but has maintained an interdisciplinary spirit through strong collaboration with the College of Dentistry and increased participation of the College of Pharmacy.

The EDHP program offers a fully online MS (Thesis Option), MS (Non-Thesis Option), and certificate. The goals of the program are to provide solid foundations for education and leadership to professionals wishing to become involved in a leadership position in an academic health professions program or increase their knowledge and skills to become better educators. Our students are generally working professionals that are already teaching in a health professions program, residents that are preparing for a career in an academic health professions school, or are students in the College of Dentistry or College of Medicine that are completing the program during their professional school programs. We have a range of students that include those currently involved in or wishing to be involved in academic programs in Allied Health Fields (Dental Hygiene, Laboratory Technology, etc.), Dentistry, Medicine, Pharmacy, and Veterinary Medicine. The number of students interested in the program and enrolled in the program has grown over the last eight years.

There is a core group of dedicated faculty based in the College of Medicine and the College of Dentistry that are passionate and dedicated to the program. This team of educators has helped to keep this program going through many leadership and administrative changes and through lean budgetary times. One of the biggest fears of the program has been that as some of the founding faculty retired and when the College of Nursing decided that they would like to focus their courses on nursing and would not continue cross-listing courses that we would not be able to attract faculty to teach, however; we have renewed faculty interest due to the formation of the Department of Medical Education in the College of Medicine and further recruitment of faculty in the College of Dentistry.

The organizational changes due to the merger with TAMU and changes in leadership at the various colleges within the TAMHSC have at times, during the last 8 years, left the future of this program in doubt. However, due to a passionate faculty and a reinvigorated interest by current leadership the future of the program seems bright. The EDHP program fits nicely within the vision of Texas A&M University to increase the number of programs and students enrolled in online/distance education programs and there is a commitment of university resources and personnel for these programs. Our goal, for this external review is to obtain constructive external feedback that will help us in developing a plan so that the program will have a sustainable business model in which those contributing to the program are adequately compensated for their contributions, the quality of the educational experience for our students is exceptional, and that we meet the continuing needs of our adult professionals seeking knowledge and training to be the future leaders and educators in health professions education.
INTRODUCTION

PROGRAM HISTORY:
The Education for Healthcare Professionals (EDHP) M.S. and certificate program is a fully online degree program whose mission is to provide educational training necessary to produce effective leaders and educators in health professions education. The program recruits health professionals or researchers who have or are preparing for leadership roles in healthcare education or who want to strengthen their teaching skills. The vision for the EDHP was a joint endeavor through the Texas A&M Health Science leadership and the colleges within the Health Science Center to meet the needs of the various colleges and to consolidate some existing efforts.

The EDHP program was approved initially by The Texas Higher Education Coordinating Board on July 2, 2012 to be housed in the Texas A&M Health Science Center School of Graduate Studies. At this time, the Texas A&M Health Science Center was administratively separate from Texas A&M University. The program was designed as an interdisciplinary program that had faculty from the various Colleges and Schools in the Texas A&M Health Science Center and that would synergize with the College of Nursing’s Masters of Science in Nursing Education through cross-listing of courses between the two programs. The program is fully online to meet the needs of our students. The primary faculty were drawn from the College of Medicine and the College of Dentistry. The program was designed with an emphasis in interprofessional education and health professions education leadership.

The Education for Healthcare Professionals (EDHP) MS/Certificate program was designed for individuals to develop the background and skills necessary to be excellent teachers in their areas of specialty and to conduct research to improve and develop innovative educational programs in health professions education. The program was designed as a fully online program to meet the needs of the desired student population who are primarily working professionals. The program was designed to satisfy the need for qualified teaching faculty in many of the health professions including nursing, medicine, pharmacy, dental and dental hygiene, and other allied health professional schools across the country. The initial faculty were from the College of Dentistry and the College of Medicine and courses were cross-listed with the Masters of Science in Nursing-Education program. In 2019, the College of Nursing informed the leadership that they would discontinue cross-listing of courses.

In 2013, the Texas A&M Health Science Center was administratively merged with Texas A&M University. The School of Graduate Studies was dissolved and the existing degree programs were placed under the auspices of the one of the academic colleges. The EDHP program was placed in the College of Medicine where it now resides. While there have been administrative changes to the program due to this merger, the program still functions in an interprofessional manner with faculty from the College of Dentistry playing important roles as teachers and advisors for students. During this time period there have been many leadership changes within the Health Science Center and within the Colleges that historically participated in the program and at times the future of the program was in doubt. At this time the leadership of the College of Medicine is fully supportive of the program and committed to see it prosper. This review comes at an important time as the program looks to future to grow and become self-sufficient and thriving academic program.
MISSIONS, STRATEGIC PLANS, GOALS & ANALYSIS:

The Mission and Goals of the EDHP program fits remarkably well with the strategic plan for Texas A&M University and the College of Medicine.

TEXAS A&M UNIVERSITY

Vision 2020: Creating a Culture of Excellence articulates Texas A&M University's bold recognition of necessary institutional evolution required to achieve its mission as a land, sea, and space grant institution of global preeminence. Adopted in 1999, with an explicit vision for acceptance as a consensus leader among peer public institutions, more than 250 stakeholders worked to identify benchmarks, which if achieved, would enhance the value of Texas A&M to The Texas A&M University System, the State of Texas, and the nation.

Vision 2020 identifies twelve specific areas of focus, which are underscored as well-crafted imperatives that define accepted precepts and goals that the university will target over the course of two decades.

For 10 years, Vision 2020 has guided strategic planning, budgeting, and administrative priorities, making tremendous progress and garnering national accolades for our unique combination of core values and academic excellence. The strategic plan can be viewed on the following website; http://provost.tamu.edu/Provost/media/Assets/pdfs-strategicplan/Next150Comprehensive.pdf

Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Texas A&M University is nearing its 150 years and the completion of the Vision 2020 strategic plan that has guided TAMU for the last 20 years.

The Vision moving forward:

Students, faculty, and staff at Texas A&M University are united by our Core Values - respect, excellence, leadership, loyalty, integrity, selfless service - in everything we do. We are a community of problem-solvers, scholars, and creators with a mission of service, arising from our founding land-grant heritage. Our quest for excellence as a preeminent public land-, sea-, and space-grant university will be realized through our commitment to transformational education, ground-breaking research, and a university community unfettered by discipline boundaries but focused on society’s vital challenges. We will do so with integrity and respect as we prepare the next generation to lead by our example.
The foundation of the next 150 years and the upcoming years of strategic planning are in anchored by four strategic pillars:

- The University as Community
- Transformational Education
- Discovery and Innovation
- Impact on the State, the Nation, and the World

The EDHP program strives to align our goals with the TAMU strategic plan. In particular, even though we are an online program we strive to develop a community through online interaction with our learners. We offer video-conferenced orientation between new students and the director and coordinator. We have an online community through our learning management system that encourages students to interact with each other. TAMU has many resources available that help the distance education students to feel like they are part of the university as a whole including access to the writing center, libraries, career center, thesis writing workshops and other programs that residential students would have access to.

We and TAMU see online and distance education as being part of the future of the University and our program fits in to this aspect of Transformational learning. Our goals are to make the educational programs available to healthcare professionals that would not be able to leave professional commitments to further their education. This delivery systems opens life-long learning opportunities to many working professionals that would not be able to partake otherwise.

COLLEGE OF MEDICINE

Our mission is to improve the health and well-being of the people of Texas and beyond through excellence in education, research, and healthcare delivery.

Our vision is to develop the innovators and leaders in medicine and biomedical research who will transform American medicine in the 21st century.

The strategic plan was developed around four main focus areas

- Education
- Research
- Clinical
- Community

The EDHP program fits most appropriately within the Education focus.

EDUCATIONAL GOALS

Medical education is the thread that creates a singular vision for future and current students, researchers, alumni and practicing physicians. By impacting education and training at all levels, the Texas A&M College of Medicine fosters achievement of career goals and the transformation of health care. Our curriculum brings flexibility and individualization to the education process to create lifelong learners and bring better health care to all.

1. To create purposeful, student-focused integrated instruction
2. To create adaptive thinkers and adaptive learners
3. To form a reciprocal learning environment that supports student and educator relationships and intra-faculty relationships
4. To initiate discovery that leads to new solutions, especially for diverse populations
5. To develop professionalism in the learning environment and to promote clinical excellence and foster humanism and professionalism, centered on the Aggie core values

The EDHP promotes these strategic goals through providing an avenue for life-long learning for healthcare educators (allied health, dental, pharmacy, public health, biomedical scientist etc.) to increase their skills as teachers, educators, and academic leaders to promote these values. Our curriculum is designed to provide an educational foundation to promote these ideals and to increase our faculties abilities to contribute to these goals.

The EDHP program has not yet developed a formal strategic plan, but will work with the leadership in the College of Medicine, the new Office of Academic Innovation at Texas A&M University, and our leadership team to develop a 5 year and 10-year strategic plan that will include the input from this external review. During 2019 we put together a task-force to begin to focus on how best to move the program forward. While we have not completed this study, we are focusing on the following areas in the development of a strategic plan.

- **Focus on improving the curriculum to meet the needs of our learner’s**
  - Improving courses to meet Quality Matters Standards
  - Identifying new courses or tracks that would add to our learners’ academic experience
- **Grow a passionate faculty with the expertise to teach our core and elective courses**
  - Over the last several years we have had several of our faculty retire or move into administrative positions so we need to grow our faculty numbers
  - With the change in association with Masters of Science in Nursing program we need to identify faculty to teach the courses that they taught
  - To meet these needs, we have identified some of our former students that are interested in participating in the program
  - We are in discussion with the COM administration and the Interim Department Head for our new Department of Medical Education to have this department be the home of the EDHP program. We feel that this would provide a group of passionate educators with the background to strengthen the program.
  - Increase and strengthen interactions with the faculty in the College of Dentistry, College of Pharmacy, and the School of Public Health.
- **Develop a sustainable business model for the program**
  - Work with the College of Medicine Business Office to develop a business plan for the program so that it is financially sustainable
  - Identify our student population and develop solid marketing plan to make them knowledgeable about the program
  - Develop a plan to reward faculty for participating in the program

**Administrative Structure**

The EDHP program is one of 4 graduate programs administered through the College of Medicine Office of Graduate Studies. Dr. Carol Vargas serves as the Assistant Dean for Graduate Studies and oversees administrative aspects of each of these programs. Dr. Vargas reports to the Interim Dean of the College of Medicine, Dr. Amy Waer. Dr. Emily Wilson has served as Director of the EDHP program since 2016. Ms. Johana Wright serves as the program Coordinator and Advisor to the program. Within the EDHP program we have a leadership team that is made up of representatives of the teaching faculty, former students, and leadership from the College of
Dentistry and the College of Medicine. This group meets on a quarterly basis or as needed via Zoom.

The Graduate Instruction Committee for the College of Medicine provides faculty and administrative oversight of all graduate programs within the College of Medicine. The EDHP has representation on this committee through the Director of the EDHP Program, Dr. Emily Wilson. The GIC has oversight for new graduate faculty appointments, approving new curriculum and modifications of existing curriculum, and changes in the requirements of the program.

Texas A&M University’s Office of Graduate and Professional Studies (OGAPS) is led by Dr. Karen Butler-Purry, Associate Provost for Graduate and Professional Studies. OGAPS has oversight of processes and rules that regulate graduate education at TAMU. The students within the EDHP program fall under these processes. OGAPS maintains the list of approved graduate faculty for all programs, has oversight of the submission and approval process for student’s degree plans, audits students for completion of program requirements prior to graduation. The Thesis & Dissertation Services is housed within OGAPS and has oversight for the submission and approval of all theses and dissertations from all graduate programs.

The Office of Graduate and Professional Studies (OGAPS) is a global leader in graduate education, committed to the pursuit of knowledge and the power of intellect. Through exceptional service and commitment to the highest standards, OGAPS advocates for graduate education at Texas A&M and throughout Texas. The Office of Graduate and Professional Studies is committed to a diverse campus climate, enhancement of the graduate experience and the development of all students as global citizens. OGAPS serves Texas A&M graduate students as an advocate for their graduate education and houses the Ombudsperson for Graduate Education. This office:

- establishes procedures to guarantee the highest quality educational experience at the graduate level;
- fosters and facilitates interdisciplinary/intercollegiate graduate programs and research activities; and
- strives to maintain and enhance an environment conducive to creative scholarship and scientific inquiry.

**DEGREE PROGRAM APPENDICES**

**FACILITIES**

The EDHP is a graduate program housed within the College of Medicine at Texas A&M University. The program is a fully online program and there is no requirement for the students to come to campus so physical facilities are not as important to this program as other resources that are supported through COM and TAMU. In this section we will highlight some of the College and University level resources that are in place that are important to the functioning and growth of this EDHP program.

1. The Office of Academic Innovation is led by Dr. Jocelyn Widmer, Assistant Provost for Academic Innovation. The Office for Academic Innovation is committed to inspiring innovation in line with Texas A&M University’s strategic focus on transformational teaching and learning. We seek to impact student learning by creating: pathways for improved student retention in an era of digitally-native students; pathways for delivery supported by the diverse education technology landscape; and pathways for enrollment that are designed to be accessible to students across the state of Texas, nation and world. The Distance Education Coordinating Committee is led by Dr. Widmer and is made of individuals from each of the TAMU colleges with a passion for the use of technology in education, online and distance education. Dr. Widmer is currently overseeing the
improvement of online resources and commitment to our distance education students through engagement of the Distance Education Coordination Committee. Dr. Wilson is the College of Medicine representative to this committee.

a. Learning Management System (LMS) - TAMU is currently using Blackboard eCampus system as the LMS to host course content. This system is used by the EDHP to host all of our courses, uploading of course assignments and projects and for grading and student feedback. The EDHP has an online community built within the LMS. Over the next year TAMU will be migrating to a new LMS-CANVAS. Dr. Wilson will serve as a member of the LMS Advisory Committee that will advise in the implementation of the new LMS system.

2. Office of Institutional Effectiveness - The mission of the Office of Institutional Effectiveness & Evaluation is to foster assessment practices university-wide by supporting the collection, analysis, management and use of data. We facilitate efforts of continuous improvement to enhance student learning and strengthen the university’s programs, services operations and processes. [https://assessment.tamu.edu](https://assessment.tamu.edu)

Dr. Wilson and Ms. Wright work closely with Dr. Alicia Dorsey to develop measurable objectives for the program and courses, to develop the appropriate targets for our students and the tools to measure our success. TAMU moved to a new integrative assessment platform called AEFIS (Assessment, Evaluation, Feedback and Intervention System).

3. Registrar/CARS/Howdy - The Office of the Registrar ([https://registrar.tamu.edu](https://registrar.tamu.edu)) provides online access for student registration, course offerings, academic calendars and links to Student Business Services, Scholarships and Financial Aid. The Registrar’s Office also houses Curricular Services and oversees CARS and online portal for Submission of course approvals and interfaces with the Graduate Committee that oversees approval of all graduate courses at TAMU. HOWDY is an online portal that allows students to register for courses online and for faculty to submit online grades.

4. Admissions -The process for graduate admissions is outlined on the Office of Admissions Website. Applicants use online application process APPLYTEXAS and upload their documents through the HOWDY portal applicants Tab. ([http://admissions.tamu.edu/graduate/apply?_ga=2.198885036.2091210556.1582040506-993650860.1396643684](http://admissions.tamu.edu/graduate/apply?_ga=2.198885036.2091210556.1582040506-993650860.1396643684)).

5. Writing Center - The University Writing Center supports and public speaking for every Texas A&M student, with particular emphasis on supporting writing and communications courses. The University Writing Center now uses Zoom to work with distant education and online students. The Writing center hosts a library of online modules that online/DE students have access to as they begin their journey or need help. ([https://writingcenter.tamu.edu](https://writingcenter.tamu.edu))

6. Libraries -Texas A&M University has extensive online services through the libraries included access to relevant journals, etextbooks, workshops, and consultations. The librarians are one of greatest resources for online/DE ([https://library.tamu.edu](https://library.tamu.edu)).

7. College of Medicine Office of Academic Technology-The Office of Academic Technology exists to support the learning infrastructure and core curriculum by supplying educational
and technology support to students, faculty and staff. The staff strive to stay up to day with current teaching and learning modalities.

8. College of Medicine Department of Medical Education - The Texas A&M College of Medicine Department of Medical Education provides a mechanism to bring together core faculty educators committed to and passionate about moving the mission and vision of the college forward as it pertains to medical education.

FINANCES

The Education for Healthcare Professionals Programs has operated on a very lean budget. Currently, the program is housed outside of a department. All faculty are financially ad loc to their home department and do not show up as part of the budget for the program.

Dedicated Positions
Director: Emily Wilson, PhD (15% effort)
Program Coordinator: Johna Wright, MA (50% effort)
Operating Budget: $15,000

One of our primary goals over the next few years is to grow the program so that it is financially sustainable with a business model that will adequately support faculty, staff and student programs.

EXTERNAL ACCREDITATION AND LAST APR EXTERNAL REVIEW

The EDHP program does not have additional external accreditation standards. The program has been approved through the Texas Higher Education Coordinating Board and is subject to the standards set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Furthermore, the EDHP program is a relatively new program and has not undergone a previous academic review.

ACADEMIC PROGRAMS AND CURRICULA

The Education for Healthcare Professionals (EDHP) program offers an online certificate and master’s degree. The master’s degree is available as a thesis or a non-thesis track.

**OPTION 1: Certificate (Official TAMU Certificate)**
- All core education courses

**OPTION 2: Thesis (Masters of Science)**
- All core education courses
- All core interprofessional courses
- Required selected research courses

**OPTION 3: Non – thesis (Masters of Science)**
- All core education courses
- All core interprofessional courses
- Required project course
- Selected electives
The Education for Healthcare Professionals (EDHP) certificate and master’s degree are designed to meet the needs of those who are content expertise and, in most cases, have completed terminal degrees in their chosen healthcare fields of study. In addition, offering the program through an online learning management system and utilizing an asynchronous communication method allows current professionally employed healthcare professionals to complete the program. The certificate includes four core education courses and culminates in a teaching practicum that allows the student to apply learned theories from the other foundational courses. The certificate courses are comprised of the core education courses and are designed to meet a variety of educator needs. Students are encouraged to complete all foundational educational courses before completing the others in the sequence. This intentional schedule prepares the students to successfully complete the practicum and to meet all certificate student learning outcomes. The certificate is a total of fourteen credit hours and is an intermediary step within the EDHP program. These courses can be applied to the master’s degree if the student wishes to pursue the advanced degree in the future. The masters of science degree can be completed as part of a thesis track. The thesis track includes 14 credit hours of the core education courses, nine hours of core healthcare professional interprofessional courses, and eleven hours of research courses. Students completing the thesis track are not eligible for elective courses. Program syllabi are included in the Appendix section. In addition to the curriculum, degree programs in the state of Texas have been challenged to identify marketable skills that a student within our program can attain and use as an approach to market themselves as a top contender in their field. Specifically, the Texas Higher Education Coordinating Board has implemented 60x30TX plan to tie several overarching student-centered goals together.

The Texas Higher Education Coordinating Board has identified marketable skills as those skills that are interpersonal, cognitive, and applied skill in particular areas. These skills will be valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called employability skills in other countries, or transferable skills here in the states. They include both technical and soft skills. This definition purposefully is left broad to allow institutions the freedom to hone in on those skills valued by their industry partners. The marketable skills goal was designed to help students market themselves to employers. A full list of the marketable skills is included in the Appendix section.

**OPTION 1: Certificate (Official TAMU Certificate)**

The certificate option is for students who wish to expand their knowledge of pedagogical theory and practice. The certificate includes four core education courses and culminates in a teaching practicum that allows the student to apply learned theories from the other foundational courses.

Certificate program goals are to prepare students to:
- Teach in a variety of settings with an interdisciplinary team. Incorporate theory and practice in the development and implementation of educational offerings in diverse settings and populations.
- Integrate collective teaching strategies and delivery systems for today’s new learning environment.
- Effectively evaluate student performance with the necessary tools and strategies in clinical and/or classroom settings.
- Develop their skills as a new faculty member.
Certificate student learning outcomes are to prepare students to:
- Analyze educational pedagogies for a population of learners.
- Apply best practices of curriculum development and evaluation methods in teaching environments.
- Develop expertise in varied instructional methodologies.
- Incorporate an interdisciplinary perspective into an educator role.
- Integrate the role of educator into current practice.

**OPTION 2 & 3: Thesis & Non-thesis (Masters of Science)**

The 34-credit hour thesis option again includes the graduate level coursework and the development and in some cases implementation of educational research. The student will complete their degree with the successful defense of their research. The 36 credit hours non-thesis option is for those who want the graduate level coursework, but not the intense application of a full research endeavor as with the thesis option. Instead, non-thesis students complete a tailored healthcare educational project. Non-thesis students will present their project as part of the required Project course. In most cases, our students are able to use projects, programs, or other educational initiatives they find in their professional work for the project.

The master's degree goals are to prepare students to:
- To provide healthcare organizations with effective and innovative leaders in healthcare who will serve the needs of their global and local communities.
- To provide health professions education leaders with a broad and rigorous foundation in the theory and practice of education.
- To provide the field of healthcare professionals with scholars who will advance our understanding and practice of education in the health professions

The master's student learning outcomes are to prepare students to:
- Create collaborative interprofessional care teams to bring a systems perspective to ethical and critical decision making achieved through working relationships.
- Effectively communicate strategies related to culture and health.
- Develop/enhance teaching skills and utilize principles of education in the role of a health profession educator.
- Design innovative practices at the system level through advocacy and policy development to solve problems and make decisions in health and healthcare.
- Use appropriate technologies in the health care environment to communicate, collaborate, conduct research and solve problems.
- Develop/enhance valid (data-supported) research knowledge and skills.
PROGRAM DESIGN AT A GLANCE

OPTION 1: Certificate Option
- Education Courses: 14
- Successful Completion of All:
  - Education courses (5): 14 credit hours
  - Certificate Course of Study Completion: 14 credit hours

OPTION 2: Thesis Option
- Education Courses: 11
- Interprofessional Courses: 9
- Research Courses: 3
- Successful Completion of All:
  - Education courses (5): 14 credit hours
  - Interprofessional courses (3): 9 credit hours
  - Research courses (4): 11 credit hours
  - Thesis Course of Study Completion: 34 credit hours

OPTION 3: Non-Thesis Option
- Education Courses: 10
- Interprofessional Courses: 3
- Project Course: 3
- Elective Courses: 9
- Successful Completion of All:
  - Education courses (5): 14 credit hours
  - Interprofessional courses (3): 9 credit hours
  - Project course (1): 3 credit hours
  - Elective courses (3): 10 credit hours
  - Non-thesis Course of Study Completion: 36 credit hours

AVERAGE TIME TO DEGREE (2013 – 2018)

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Required Education Courses
(All students)
- EDHP 630: Teaching & Learning Theory
- EDHP 631: Curriculum Foundations
- EDHP 632: Assessment & Evaluation
- EDHP 633: Teaching Strategies
- EDHP 634: Teaching Practicum

Healthcare Professionals Interprofessional Courses
(Master’s students)
- HCPI 651: Healthcare Quality Improvement & Informatics
- HCPI 652: Scholarship & Application
- HCPI 655: Leadership & Health Policy I

Research Courses
(Thesis students)
- EDHP 635: Research and Writing
- EDHP 691: Research
- EDHP 622: Research Design & Analysis
- HCPI 658: Survey Research

Project Courses
(Non-thesis students)
- EDHP 636: Project

Elective Courses
(Non-thesis students)
- EDHP 622: Research Design & Analysis
- EDHP 685: Directed Studies
- HCPI 656: Survey Research
Initially, when the Education for Healthcare Professionals program was housed under the Health Science Center, the assessment software TracDat was used to document planning and assessment activities; however, once the College of Medicine merged with Texas A&M the program utilizes the WEAVEonline software. WEAVEonline is a central repository for program assessment process documentation. Each degree-granting program and many student, administrative, and academic support offices were required in the past to use WEAVEonline to document assessment processes and program improvements. Program-level information added to WEAVE can be linked to Texas A&M University's student learning outcomes, Vision 2020, as well as other strategic plans and goals. As we move forward, AEFIS (Assessment, Evaluation, Feedback & Intervention System) will be used for academic program assessment. As with WEAVEonline, AEFIS will focus on annual review of the following criteria: mission, outcomes, measures, targets, findings, action plans, and analysis questions. The Education for Healthcare Professionals program assesses students at the certificate and master's level. The program reports the results separately in order to identify student learning at each level. The Office of Institutional Effectiveness & Evaluation has included additional areas of focus to the program assessment that furthers the evaluation and continuous improvement efforts. Specifically, the assessment reflections and closing the loop sections provide the program with a method to identify and explain how the program ensures the quality of the student learning and education experiences are comparable to other programs that are similar as well as offer analytical reflection on the previous year of the assessment. Furthermore, programs can close the loop to reflect on the impact of previously implemented action plans or continuous improvement strategies. Identify at least one specific previously implemented action plan for which the targeted student learning outcome has since been assessed. That is, the action plan you discuss here should (a) be focused on improving student learning and (b) be fully implemented; and (c) the program should have assessed the learning outcome again in order to report the subsequent findings after implementation.

The Education for healthcare Professionals program is also tied to two unique programs within the Health Science Center. First, the College of Medicine offers an MDPlus program which provides students with an innovative path to their medical education. The program is an integrated five-year course of study in which students can pursue the EDHP master's degree along with their medical degree. Secondly, the College of Dentistry has a curriculum option for dental students to earn the master’s degree subsequently or concurrently with their DDS degree.

**ANALYSIS**

The Education for Healthcare Professionals program utilizes distance education and the challenge to capture true student learning is always at the forefront of the assessment action plans created for the program. Distance education allows the student to grow as self-directed life-long learners and to create a sense of continuous curiosity within each student. Self-directed learning is found in the development and delivery of the course in the learning management system. Here, students complete the necessary assignments and reading activities to further engage in the content. The use of discussion boards and peer response requirements offers an environment of collaboration and investigation of the content with a diverse group of healthcare professionals in an asynchronous communication approach. However, utilizing this technique can also create barriers to the amount and type of information gathered. For instance, students in our distance program were less likely to complete student evaluations per course. Through this challenge, the EDHP program developed new measures and reassigned them in order to produce a higher level of student completion. Through the use of direct and indirect measures the program has created a new approach to gather the information. Direct measures require students to demonstrate and display their competency or ability in some way that is evaluated form measurable quality by an expert, whether that be faculty, assessment professionals, or industry
representatives. Indirect measures are tasks that rely on completion/participation (e.g., presenting a paper at a conference but not being assessed on the quality of that presentation) or survey questions that students answer about their own perception of their ability. Assigning direct and indirect measures as assignments ensures the student completes the measure and the program has findings to report and analyze as part of the assessment process. Other improvements made by the program identified measures with missing rubrics. Adding these rubrics ensures comparability across student and faculty. Many indirect measures are reflected in required items for program on-boarding to ensure student completion while other direct measures are identified as specific class assignments. These outcomes are either tied to the masters or the certificate program. Other improvements align with best practices in assessment and continuous improvement efforts in distance education. The program identified utilizing techniques for quality improvement through the use of Quality Matters. Quality Matters is a tool to assure quality across courses through peer-reviewed program for distance education.

**FACULTY PROFILE**

From the program’s inception, the use of faculty across healthcare disciplines within the Health Science Center has been paramount to the diverse interprofessional drive of the program. The program does not employ full time faculty; rather, the faculty are those who are currently serving as a credentialed faculty member or other qualified credentialed professional that meets the standards set by Texas A&M University and ultimately the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These faculty and professional staff serve within one of the Health Science Center colleges at Texas A&M University and bring their content expertise to the EDHP program. Because the program’s delivery is completely online and utilizes the learning management system (LMS) Blackboard our faculty are required to be familiar with this distance education and with Blackboard. The following table summarizes the core faculty assigned to each Health Science Center per college. There has been a recent shift in the composition of the core faculty associated with the College of Nursing. The College of Nursing is no longer coupled with the program.

**REPRESENTED FACULTY HEALTHCARE PROFESSIONALS**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Faculty Type</th>
<th>Dentistry</th>
<th>Medicine</th>
<th>Nursing</th>
</tr>
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<tbody>
<tr>
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<td>2017-2018</td>
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<td>6</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**ANALYSIS**

The EDHP program is currently seeking placement under the Department of Medical Education. This strategy will enhance the program in two ways; first, there will be a mechanism for the EDHP faculty to be evaluated apart from student evaluations while creating a structured department for the program to utilize for gaining new faculty in the program. Secondly, the department will create an additional educational resource for students who are completing their thesis, project, or certificate. The Department of Medical Education houses diverse faculty from a variety of educational backgrounds and expertise. The EDHP program is delivered through an LMS and
although the faculty are familiar with distance education, the program does not require additional faculty development pertaining to distance education. Currently, Texas A&M University will be transitioning to a new LMS. This change will be an opportunity for the EDHP faculty to enhance their distance teaching skills with the use of the new LMS.

**STUDENT PROFILE**

The Education for Healthcare Professionals (EDHP) program includes a master’s and certificate option. The certificate creates an intermediary step to the masters for those who choose to continue after they complete certificate. The program is also design for those who are currently employed in their field of healthcare content, but are seeking continuing education opportunities to advance teaching knowledge or to complete a terminal degree. The enrolled students are nontraditional are not enrolled full time. The EDHP program is a diverse program in regards to age and healthcare professional compilation. The tables below illustrate the genders, ages, healthcare professionals represented in the program.

**REPRESENTED GENDER AND AGE**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Gender</th>
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<th>&gt;39</th>
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<td>3</td>
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<tr>
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<td>1</td>
<td>5</td>
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<td></td>
<td>Female</td>
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<td>9</td>
<td>8</td>
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<td>31</td>
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<tr>
<td>2017 - 2018</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
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<tr>
<td></td>
<td>Female</td>
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<td>9</td>
<td>9</td>
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<td>10</td>
<td>10</td>
<td>12</td>
<td>33</td>
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</tbody>
</table>

*Total number of students enrolled in the EDHP Program for that academic year.

**REPRESENTED HEALTHCARE PROFESSIONALS**

<table>
<thead>
<tr>
<th>Completed</th>
<th>Name</th>
<th>Healthcare Field/Profession</th>
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<tbody>
<tr>
<td>2015</td>
<td>Classe, Rita</td>
<td>Dental Hygiene</td>
</tr>
<tr>
<td></td>
<td>Porter-O'Reilly, Charmaine</td>
<td>Dentist</td>
</tr>
<tr>
<td></td>
<td>Renfro, Margaret</td>
<td>Laboratory Science</td>
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<tr>
<td>2016</td>
<td>Muns, Amanda</td>
<td>Dentist, Faculty</td>
</tr>
<tr>
<td></td>
<td>Spittle, Leah</td>
<td>Dental Hygienist</td>
</tr>
<tr>
<td></td>
<td>Nieto, Veronica</td>
<td>Professional Pharmacist, Faculty</td>
</tr>
<tr>
<td></td>
<td>Philips, Cassity</td>
<td>Rural and Community Health Outreach Representative</td>
</tr>
<tr>
<td></td>
<td>Simons, Patricia</td>
<td>Dentist, Faculty</td>
</tr>
<tr>
<td></td>
<td>Stinson, Crystal</td>
<td>Dentist, Faculty</td>
</tr>
<tr>
<td>2017</td>
<td>Asare, Abrefi-Kete</td>
<td>Dentist</td>
</tr>
<tr>
<td>2018</td>
<td>Ferguson, Laura</td>
<td>Physician</td>
</tr>
<tr>
<td></td>
<td>Fisher, Tammy</td>
<td>Dental Hygienist, Program Director</td>
</tr>
<tr>
<td></td>
<td>Ivy, Delaney</td>
<td>Pharmacist, Faculty</td>
</tr>
</tbody>
</table>
Some students complete the program in more than 2 years usually allotted for master’s level. As mentioned in the Program Curriculum section, the EDHP program is also tied to two unique programs that integrate the College of Medicine’s medical degree and the College of Dentistry’s dental degree. These additional pathways can generate added semesters to their professional course of study and the master’s degree. The table below illustrates the percentage of EDHP students graduated and retained within four years. Furthermore, the MDPlus students will utilize medical school deferment and strategic academic scheduling to complete the EDHP master’s degree while in medical school. These offerings could also affect the completion time of the EDHP students. A flyer for the MDPlus program can be found in the Appendix section. The following table includes the year and the percentages of the student completion and graduation rate.

**REPRESENTED RETENTION AND GRADUATION**

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<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Year</th>
<th>2 - Year</th>
<th>3 - Year</th>
<th>4 - Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Retained</td>
<td>Graduated</td>
<td>Retained</td>
<td>Graduated</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
<td>66%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>2016</td>
<td>3</td>
<td>66%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>
STUDENT ANALYSIS

The EDHP program aligns well with the Texas A&M University (TAMU) mission. Specifically, the TAMU mission describes preparing students for leadership, responsibility and service to society. The EDHP program was designed to produce effective leaders and to prepare them to be innovative educators. Furthermore, the program utilizes the student as a healthcare expert and develops the background and skills necessary to be excellent teachers in their areas of specialty. The students in the EDHP program will gain the knowledge to conduct research to improve and develop innovative educational programs in health professions education. Likewise, the EDHP program follows the Texas A&M University strategic plan. The strategic plan utilizes four pillars; (1) community, (2) transformational education, (3) discovery and innovation, and (4) impact on the state, nation, and the world. These pillars fit well within the mission of the EDHP program.

First, the program offers a diverse interprofessional relationship not only between the faculty and students. The use of discussion boards and collaborative assignments creates connections and community between different disciplines in healthcare. Furthermore, these interactions are enhanced through the distance education delivery method of the program. The students and faculty interact with others from a variety of global locations. Transformational education as the second pillar in the strategic plan can be found the EDHP program through the pursuit of scholarly projects and the application of a capstone teaching practicum. Both of these opportunities challenge the students to engage in practical application of their knowledge. The thesis, project, and the certificate provoke critical thinking and problem-solving skills in real world settings through completion of the required curriculum and practicum. The third pillar; discovery and innovation are paramount to the EDHP program and the type of student molded in the program. The program stimulates scholarship and creativity as the student progresses through the curriculum. The creativity to determine areas of research pursue or the utilization of applicable gained knowledge within the masters and the certificate program. As a distance education program for healthcare professionals the fourth pillar is ingrained in the program. This delivery method allows for those all over the world to participate in the program and bring their experiences and knowledge to their line of scholarly inquiry.

CONCLUDING OBSERVATIONS

The MS/Certificate Education for Healthcare Professional is a very young program with only an 8-year history since approval by the Texas Coordinating Board for Higher Education. During that short time there have been major administrative changes that have affected the growth and stability of the program. Despite these substantial changes that have occurred many areas of strength remain including:

- We have maintained a vital cohort of students throughout the times of uncertainty
- We have graduated 26 MS students between 2015 and 2020.
- After the loss of several faculty due to retirement or movement to other institutions we have been able to attract new faculty members to participate.
• We maintain a highly interprofessional and collaborative team with participation from our colleagues at the College of Dentistry and increased participation from the College of Pharmacy. Our goal is to increase participation from all of the Health Science Center Colleges.

• Support from the Department of Medical Education, the engagement of Dr. Waer Interim Dean/Executive Dean for Educational Programs and the enthusiasm of Dr. Vargas, Assistant Dean for Graduate Studies will help to grow the vision and breadth of the EDHP program and to provide a solid foundation to move forward.

• While the merger with Texas A&M University has had its challenges and the changes in the leadership at the TAMHSC and TAMU-COM have led to some instability in the program over the last few years. It is clear that being a part of TAMU offers many resources that make this a strong program and TAMU has a vision for increased delivery of Distance Education and Online learning. We hope to be a part of this vision as both TAMU, COM and the EDHP program move forward.

**APPENDIX**

- Institutional Profile
- Faculty CVs
- EDHP marketable skills
- Degree plan guides
- EDHP program syllabi
November 18, 2019

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Vice Provost for Academic Affairs & Strategic Initiatives

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with standard 14.4, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

**Purpose**

Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Governance**

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M University System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Carol A. Fierke, Provost and Executive Vice President, Chief Academic Officer
- Jerry R. Strawser, Executive Vice President and Chief Financial Officer
- Michael Benedik, Vice Provost and Chief International Officer
- Michael T. Stephenson, Vice Provost for Academic Affairs & Strategic Initiatives
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations & Strategic Initiatives
- Col. Michael E. Fossum, Chief Operating Officer, TAMU-Galveston
- Jeff Risinger, Vice President for HR & Organizational Effectiveness
- Robin Means Coleman, Vice President and Associate Provost for Diversity
- Mark Barteau, Vice President for Research
- Greg Hartman, Vice Chancellor for Strategic Initiatives, TAMU & Interim Senior Vice President, TAMU-HSC
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Joseph P. Pettibon, II, Vice President for Enrollment and Academic Services
- Gen Joe E. Ramirez, Jr., Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Ross Bjork, Athletics Director
- Jonathan Bowling, Sr. Associate Athletics Director, Athletics Compliance
- Shane Hinckley, Vice President for Brand Development
- Andrew P. Morris, VP of Entrepreneurship & Economic Development, Dean of the I-School
- C.J. Woods, Associate Vice President and Chief of Staff
- Kevin McGinnis, Chief Compliance Officer

**Programs, Degrees, Diplomas, and Certificates**

See the appended Degrees and Programs Offered tables.

**Finances**

See the 2019 SACSCOC Financial Profile and Indicators
INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Vice Provost for Academic Affairs and Strategic Initiatives, and SACSCOC Accreditation Liaison
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

x Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  November 13, 2019
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

X Diploma or certificate program(s) requiring less than one year beyond Grade 12
X Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
X Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
X Professional degree program(s)
X Master's degree program(s)
☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
X Doctoral degree program(s)
☐ Other (Specify)

2. Types of Undergraduate Programs (Check all that apply)

☐ Occupational certificate or diploma program(s)
☐ Occupational degree program(s)
☐ Two-year programs designed for transfer to a baccalaureate institution
X Liberal Arts and General
X Teacher Preparatory
X Professional
☐ Other (Specify)

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private (check one)
  ☐ Independent, not-for-profit
      Name of corporation OR
      Name of religious affiliation and control:
  ☐ Independent, for-profit *
      If publicly traded, name of parent company:

X Public state *(check one)
  ☐ Not part of a state system, institution has own independent board
  ☐ Part of a state system, system board serves as governing board
X Part of a state system, system board is super governing board, local governing board has delegated authority
  ☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.
INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

History. Texas A&M University (TAMU) opened in 1876 as the state’s first public institution of higher education. TAMU is one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. A mandatory military component was a part of the land grant designation until 1965; currently, it is one of only three institutions with a full-time Corps of Cadets, leading to commissions in all branches of service. TAMU has two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with TAMU in 1991) and one in Doha, Qatar (established in 2003) and 16 approved off-campus instructional locations. In 2013, the Texas A&M University System Health Science Center merged with TAMU. This same year, TAMU acquired the School of Law from Texas Wesleyan University. Finally, TAMU is classified by the Carnegie Foundation as a Research University (very high research activity).

Mission. Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Enrollment Profile. Fall 2018 total enrollment was 69,367 students (across all campuses and locations), with 64,126 (92.4%) located on the main campus in College Station. Undergraduate enrollment made up 78.3% of the total student body, with Hispanic, Black, and American Indian students making up 24.9% of the total student body. TAMU Galveston enrolled 1,815 students as of Fall, 2018, with TAMU Qatar enrolling 549 students.

Admissions Process. Automatic admission is available in two ways: (1) for Texas resident applicants in the top 10% of their high school graduating class; and, (2) for applicants who rank in the top 25% of their high school graduating class and achieve a combined SAT math and SAT critical reading score of at least 1300, with a test score of at least 600 in each component or 30 composite on the ACT with a 27 in the math and English components. The review of all other applicants is based on academic potential, distinguishing characteristics, exceptional circumstances, and personal achievements.

Peer Institutions. Georgia Institution of Technology; The Ohio State University; Pennsylvania State University; Purdue University; University of California at Berkeley, Davis, Los Angeles, and San Diego; University of Florida; University of Illinois at Urbana-Champaign; University of Michigan; University of Minnesota; University of North Carolina at Chapel Hill; University of Texas at Austin; and University of Wisconsin – Madison.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.
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<thead>
<tr>
<th>College</th>
<th>Academic Program</th>
<th>Program Level</th>
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</tr>
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<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - GALVESTON</td>
<td>BS</td>
<td>9</td>
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<tr>
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<td>WATER MANAGEMENT AND HYDRO SCI</td>
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<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>CULTURAL COMPETENCY &amp; COMMUNICATION IN SPANISH*</td>
<td>CERT - UG</td>
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<td>SCIENCE &amp; TECHNOLOGY JOURNALISM</td>
<td>MS</td>
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<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>VETERINARY PATHOBIOLOGY</td>
<td>PHD</td>
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<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>VETERINARY PUBLIC HEALTH - EPIDEMIOLOGY</td>
<td>MS</td>
<td>4</td>
</tr>
</tbody>
</table>

*Major dependent certificates
3. **Off-Campus Instructional Locations and Branch Campuses**

List all approved off-campus instructional locations where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Table 1: Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported to and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M Health Science Center</td>
<td>8441 State Highway 47 Clinical Building 1, Suite 3100 Bryan, TX 77807</td>
<td>2000</td>
<td>2000</td>
<td>MEDICAL SCIENCES MS</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES PHD</td>
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<td></td>
<td>MEDICINE MD</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>NURSING BSN</td>
<td></td>
</tr>
<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>3302 Gaston Ave. Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY CERT-G</td>
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</tr>
<tr>
<td></td>
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<td>DENTAL HYGIENE BS</td>
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<td></td>
<td></td>
<td></td>
<td>DENTAL PUBLIC HEALTH CERT-G</td>
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<td></td>
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<td>DENTISTRY DDS</td>
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<td></td>
<td>ENDODONTICS CERT-G</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>ORAL AND MAXILLOFACIAL SURGERY CERT-G</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>ORAL AND MAXILLOFACIAL PATHOLOGY CERT-G</td>
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<td></td>
<td>ORAL AND MAXILLOFACIAL RADIOLOGY CERT-G</td>
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<tr>
<td></td>
<td></td>
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<td>ORAL BIOLOGY MS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ORAL BIOLOGY PHD</td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>ORTHODONTICS CERT-G</td>
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<td>PEDIATRIC DENTISTRY CERT-G</td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>PERIODONTICS CERT-G</td>
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<td>PROSTHODONTICS CERT-G</td>
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<tr>
<td>Institution</td>
<td>Address</td>
<td>Graduation Year</td>
<td>Degree(s)</td>
<td>Format</td>
<td>Graduation Status</td>
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</tr>
<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>HEALTH CARE LAW JM&lt;br&gt;INTELLECTUAL PROPERTY ML&lt;br&gt;INTELLECTUAL PROPERTY MJ&lt;br&gt;JURISPRUDENCE MJ&lt;br&gt;LAWS ML</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>City Centre</td>
<td>800 West Sam Houston Parkway North, Suite 200 Houston, TX 77024-3920</td>
<td>2012</td>
<td>ANALYTICS MS&lt;br&gt;BUSINESS ADMINISTRATION - EXECUTIVE MBA&lt;br&gt;BUSINESS ADMINISTRATION - PROFESSIONAL MBA</td>
<td>Yes</td>
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<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>MEDICINE MD&lt;br&gt;MEDICAL SCIENCES MS&lt;br&gt;MEDICAL SCIENCES PHD&lt;br&gt;ENGINEERING MEN</td>
<td>Yes</td>
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<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd. Houston, TX 77030</td>
<td>2000</td>
<td>HEALTH ADMINISTRATION MHA&lt;br&gt;MEDICINE MD&lt;br&gt;MEDICAL SCIENCES MS&lt;br&gt;MEDICAL SCIENCES PHD</td>
<td>Yes</td>
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</tr>
<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B. Kingsville, TX 78363</td>
<td>2011</td>
<td>PHARMACY PHMD</td>
<td>Yes</td>
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<tr>
<td>Lawrence Livermore National Laboratory</td>
<td>7000 East Avenue Livermore, CA 94550</td>
<td>2018</td>
<td>NATIONAL SECURITY AFFAIRS CERT-G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandia National Laboratories, California</td>
<td>7011 East Avenue Livermore, CA 94550</td>
<td>2018</td>
<td>NATIONAL SECURITY AFFAIRS CERT-G</td>
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<tr>
<td>Sandia National Laboratories, New Mexico</td>
<td>1515 Eubank S.E. Albuquerque, NM 87123</td>
<td>2018</td>
<td>NATIONAL SECURITY AFFAIRS CERT-G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Texas A&amp;M Higher Education Center at McAllen</td>
<td>6200 Tres Lagos Blvd McAllen, TX 78504</td>
<td>2017</td>
<td>BIOMEDICAL SCIENCES BS&lt;br&gt;FOOD SYSTEMS INDUSTRY MANGEMENT BS&lt;br&gt;INTERDISCIPLINARY ENGINEERING BS&lt;br&gt;MULTIDISCIPLINARY ENGINEERING TECHNOLOGY BS</td>
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<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>MEDICINE MD&lt;br&gt;NURSING BSN</td>
<td>Yes</td>
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</tbody>
</table>
Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date of SACSCOC letter accepting notification</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<tr>
<td>Travis Park Plaza</td>
<td>711 Navarro Street, Suite 250 San Antonio, TX 78205</td>
<td>2017</td>
<td>2017</td>
<td>JURISPRUDENCE MJ</td>
<td>Yes</td>
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<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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</table>

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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</thead>
<tbody>
<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>INTERDISCIPLINARY ENGINEERING BS MARINE BIOLOGY BS MARINE BIOLOGY MS MARINE BIOLOGY PHD MARINE ENGINEERING TECHNOLOGY BS MARINE FISHERIES BS MARINE RESOURCES MANAGEMENT MMR MARINE SCIENCES BS MARINE TRANSPORTATION BS MARITIME ADMINISTRATION BS MARITIME ADMINISTRATION &amp; LOGISTICS MML</td>
<td>Yes</td>
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</table>
4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

<table>
<thead>
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<th>Credit Bearing Degree Programs</th>
<th>Synchronous, Asynchronous, or Both</th>
<th>Site</th>
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<tbody>
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<td>Advance International Affairs</td>
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<tr>
<td>Aerospace Engineering</td>
<td>MENG    R</td>
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<tr>
<td>Agricultural Development</td>
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<td>Asynchronous</td>
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<tr>
<td>Agricultural Systems Management</td>
<td>MS</td>
<td>Asynchronous</td>
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<tr>
<td>Agriculture eLearning Development</td>
<td>CERT-G</td>
<td>Asynchronous</td>
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<td>Analytics</td>
<td>MS</td>
<td>Synchronous</td>
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<tr>
<td>Applied Behavior Analysis</td>
<td>CERT-G</td>
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</tr>
<tr>
<td>Applied Statistics</td>
<td>CERT-G</td>
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<tr>
<td>Bilingual Education</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Biological &amp; Agricultural Engineering</td>
<td>MENG    R</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>MENG    R</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>EDD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>MED</td>
<td>Asynchronous</td>
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<tr>
<td>Education for Health Care Professionals</td>
<td>CERT-G</td>
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</tr>
<tr>
<td>Education for Health Care Professionals</td>
<td>MS</td>
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<tr>
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<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Educational Human Resource Development</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>MED</td>
<td>Asynchronous</td>
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<tr>
<td>Program</td>
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<td>Mode</td>
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<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Educational Technology</td>
<td>MED</td>
<td>Asynchronous</td>
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<tr>
<td>Electrical Engineering</td>
<td>MENGR</td>
<td>Asynchronous</td>
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<tr>
<td>Energy</td>
<td>CERT-G</td>
<td>Asynchronous</td>
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<tr>
<td>Energy</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Engineering</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Engineering Systems Management</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>MPH</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Extension Education</td>
<td>CERT-G</td>
<td>Asynchronous</td>
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<tr>
<td>Family Nurse Practitioner</td>
<td>MSN</td>
<td>Asynchronous</td>
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<tr>
<td>Forensic Healthcare</td>
<td>CERT</td>
<td>Asynchronous</td>
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<tr>
<td>Forensic Nursing</td>
<td>MSN</td>
<td>Asynchronous</td>
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<tr>
<td>Geoscience</td>
<td>MGS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Health Coaching for Chronic Disease Prevention and Management</td>
<td>CERT-G</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Health Education</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Hispanic Bilingual Education</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Homeland Security Certificate</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>CERT-UG</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Industrial Data Analytics</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Industrial Distribution</td>
<td>MID</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>International Agriculture &amp; Resource Management</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Jurisprudence</td>
<td>MJ</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Laws</td>
<td>ML</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Leadership Education, Theory, and Practice</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Maritime Administration &amp; Logistics</td>
<td>MMAL</td>
<td>Asynchronous</td>
</tr>
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<td>Mathematics</td>
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<td>Asynchronous</td>
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<tr>
<td>Mechanical Engineering</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Medical Science</td>
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<td>Synchronous</td>
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<tr>
<td>Medical Science</td>
<td>PHD</td>
<td>Synchronous</td>
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<tr>
<td>Military Land Sustainability</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>National Security Affairs</td>
<td>CERT-G</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Natural Resources Development</td>
<td>MNRD</td>
<td>Asynchronous</td>
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<tr>
<td>Non-Profit Management</td>
<td>CERT-G</td>
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<td>Nuclear Security</td>
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<td>Curriculum Area</td>
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<td>Mode</td>
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*Major dependent certificates

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

<table>
<thead>
<tr>
<th>Accrediting Agency</th>
<th>Program</th>
<th>Last Reviewed</th>
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<tbody>
<tr>
<td>Accreditation Council for Pharmacy Education</td>
<td>Irma Lerma Rangel College of Pharmacy</td>
<td>April 2014</td>
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<tr>
<td>American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
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<tr>
<td>American Chemical Society</td>
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<td>October 2017</td>
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<td>October 2017</td>
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<tr>
<td>American Psychological Association</td>
<td>Clinical Psychology</td>
<td>May 2015</td>
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<tr>
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<td>Agricultural Systems Management</td>
<td>September 2015</td>
</tr>
<tr>
<td>American Veterinary Medical Association Council on</td>
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<td>December 2015</td>
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<tr>
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<td>Association to Advance Collegiate Schools of Business</td>
<td>The business baccalaureate, master’s, and</td>
<td>January 2017</td>
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<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>doctoral programs in Mays Business School</td>
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<tr>
<td>Commission on Accreditation of Athletic Training</td>
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<td>October 2018</td>
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<td>Engineering Technology Accreditation Commission of ABET</td>
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<td>• Electronic(s) Engineering Technology</td>
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<td>• Manufacturing &amp; Mechanical Engineering Technology</td>
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<td>• Mechanical Engineering Technology</td>
<td>• Telecommunications Engineering Technology</td>
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| Forensic Science Education Programs Accreditation Commission (FEPAC) | Forensics & Investigative Sciences Program | September 2016 |

| Institute of Food Technologists | Food Science & Technology | December 2016 |

| Landscape Architectural Accreditation Board | Bachelor – Landscape Architecture | February 2015 |
|                                          | Master – Landscape Architecture   | September 2017 |

| Liaison Committee on Medical Education | Medical Education Degree Program | August 2012 |

| National Architectural Accrediting Board | Architecture | March 2017 |

| Network of Schools of Public Policy, Affairs, and Administration | The Master of Public Service and Administration degree in the Bush School of Government and Public Service | April 2014 |

| National Recreation and Park Association | Recreation, Park and Tourism Sciences | January 2016 |

| Planning Accreditation Board | Urban and Regional Planning | March 2013 |

| Society for Range Management | Rangeland Ecology and Management | April 2017 |

| Society of American Foresters | Forestry | March 2013 |

| Texas Education Agency | Programs in professional education | March 2011 |

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE-recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

1. COMMISSION ON ENGLISH LANGUAGE PROGRAM ACCREDITATION (CEA) – The English Language Institute at Texas A&M University voluntarily withdrew from CEA. The English Language Institute was accredited in good standing through August, 2018, at the time of the voluntary withdrawal (with no history of adverse action). The university made the decision to close the English Language Institute as an administrative unit on May 31, 2017. Please see attached correspondence.
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE-recognized agency to the institution.

None.

6. **Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

None.
2019 SACSCOC Financial Profile and Indicators

Institution Name Address: Texas A&M University, College Station, TX

Thank you for completing the 2019 Financial Profile and Indicators:

The Profile was submitted by Michael T. Stephenson on 7/8/2019 and approved by Michael K. Young on 7/12/2019.

**FINAL SUBMISSION**

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**FROM AUDITED FY 2018 Financial Statements**

<p>| Total Assets (add Deferred Outflows):         | $6,628,763,587                                |
| Total Liabilities (add Deferred Inflows):     | $786,296,833                                   |</p>
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<td>Total Unrestricted Net Assets (and Capital Assets, Net):</td>
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<td>Expendable/Temporary Restricted Net Assets:</td>
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<td>Expendable/Temporary Restricted Net Assets:</td>
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<td>Tuition and Fees, Net:</td>
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<td>Current Debt:</td>
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<td>(maturities due within 12 months)</td>
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<td>(maturities beyond 12 months)</td>
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</table>
A. Name:
   Emily Wilson, Ph.D.

B. Rank:
   Professor

C. Contact Information
   Work:
   8441 Riverside Parkway, Suite 3100
   Office of Faculty Development
   Department of Medical Physiology
   Texas A&M University
   College of Medicine
   Bryan, TX 77802

   979-43609142
   Emilyw@tamu.edu

   Home:
   201 Bernburg Ct
   College Station, TX 77845

   979-255-7879 (cell)

D. Personal Information
   Date of Birth
   August 12, 1958
   Place of Birth
   Americus, GA
   Citizenship
   United States of America
E. Education:

Vanderbilt University, College of Medicine, (Nashville, TN) Postdoctoral Fellow, 1987-1991
Howard Hughes Medical Institute and Department of Pharmacology
Advisor: D. Martin Watterson, PhD

Emory University (Atlanta, GA) Ph.D., Biochemistry, 1987
Dissertation: Studies on the Regulation of Neutrophil Activation.
Dissertation Director: J. David Lambeth, M.D., Ph.D.

Utah State University (Logan, UT) M.S., Chemistry and Biochemistry, 1984
Thesis: Photoaffinity Labeling of the Antimycin Binding Site in \textit{Rhodopseudomonas sphaeroides}.
Thesis Director: Jon Y. Takemoto, Ph.D.

Utah State University (Logan, UT) B.S., Biology, 1980.


D. Employment:

Associate Vice President for Faculty Development, Texas A&M Health Science Center and
Associate Dean for Faculty Development College of Medicine
2017-present

Director, Education for Healthcare Professionals MS/Certificate Program
2017-Present

Associate Vice President for Academic Affairs, Texas A&M Health Science Center April 1, 2014-2017.

Executive Associate Dean, School of Graduate Studies, Texas A&M Health Science Center
2010-2014

Assistant Vice President for Graduate Studies Texas A&M Health Science Center 2009-2010

Director, Office of Graduate Studies: Texas A&M Health Science Center, College of Medicine, February 2007-2011

Professor: Cardiovascular Research Institute and Department of Medical Physiology, Texas A&M Health Science Center (College Station, TX) September 2011-Present

Associate Professor: Cardiovascular Research Institute and Department of Medical Physiology, Texas A&M University System Health Science Center (College Station, TX) January 2006-2011.

Associate Professor: Cardiovascular Research Institute and Department of Medical Physiology, Texas A&M University System Health Science Center (College Station, TX) September 2005-Jan 2006
Charter Member, Michael E. DeBakey Institute for Cardiovascular Research, Texas A&M University 2000-Present.

Assistant Professor; Cardiovascular Research Institute and Department of Medical Physiology, Texas A&M University System Health Science Center (College Station, TX) Jan. 1997-2005

Assistant Research Biochemist; Cardiovascular Research Institute and Division of Nephrology, University of California, San Francisco (San Francisco, CA) 1991-1996.

Associate; Howard Hughes Medical Institute with D. Martin Watters, Ph.D., Vanderbilt University (Nashville, TN) 1988-1991.

Research Associate; Department of Pharmacology, Vanderbilt University School of Medicine, (Nashville, TN) 1987-1991.


Graduate Research Assistant; Department of Biochemistry with J. David Lambeth, M.D., Ph.D., Emory University School of Medicine, (Atlanta, GA) 1984-1987.

Laboratory Technician: Department of Chemistry and Biochemistry with J.R. Lancaster, Ph.D., Utah State University (Logan, UT) 1984.

Graduate Research Assistant; Department of Chemistry and Biochemistry with Jon Y. Takemoto, Ph.D., Utah State University, (Logan, UT) 1981-83.

Graduate Teaching Assistant; Department of Chemistry and Biochemistry, Utah State University, (Logan, UT) 1981-83.

E. Teaching Performance

Year: 1996-1997*
Medical Courses:

MPHY 901: Medical Physiology, Small group conference leader, 16 hrs of student contact.

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<th>Summary for Year: 1996-1997</th>
<th>Number of hours</th>
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<td>4. Seminars taught</td>
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<td>5. Conferences taught</td>
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- Began employment January 1, 1997

Year: 1997-1998
Medical Courses:

MPHY 901: Medical Physiology, Small group conference leader, 16 hrs of student contact.
Graduate Courses:
MSCI 602: Principles of Basic Medical Sciences II; Lecture topics: Cellular Signal Transduction, 10 hrs of student contact.

MPHY 601: Methods in Cell Physiology, Lecture topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

Summary for Year: 1997-1998

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<td>3. Clinics taught</td>
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<td>4. Seminars taught</td>
<td>0</td>
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<tr>
<td>5. Conferences taught</td>
<td>16</td>
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Year: 1998-1999

Medical Courses:
MPHY 901: Medical Physiology, Small group conference leader, 16 hrs of student contact; Course lecture topic; Basic cellular signaling processes, 2 hrs of student contact.

Graduate Courses:
MSCI 602: Principles of Basic Medical Sciences II, Lecture topics: extracellular matrix, cell-cell and cell-matrix adhesion; 10 hrs of student contact.

MPHY 601: Methods in Cell Physiology, Lecture topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 681: Special Topics in Medical Physiology, an individualized graduate course. Lecture topics: Integrin mediated signal transduction, 20 hours of student contact including lectures and paper discussion, student Jia Sheng.

Summary of Year: 1998-1999

<table>
<thead>
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<th></th>
<th>Number of Hours</th>
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<tr>
<td>5. Conferences taught</td>
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</table>

Year: 1999-2000

Medical Courses:
MPHY 901: Medical Physiology, Small group conference leader, 16 hrs of student contact; Course lecture topics, Cell Physiology including, transport mechanisms, cellular signaling
systems, skeletal muscle biochemistry and physiology, smooth muscle physiology and comparative muscle physiology, 10 hrs of student contact.

**Graduate Courses:**
MSCI 602: Principles of Basic Medical Sciences II, Lecture topics: extracellular matrix, cell-cell and cell-matrix adhesion; 10 hrs of student contact.

MPHY 601: Methods in Cell Physiology, Lecture topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 604: Advanced Cardiovascular Physiology I; Lecture topics: Development of the Hematopoietic system and Hematopoiesis; Cardiovascular cell biology including basic cell biology of cardiac myocytes, vascular smooth muscle and endothelial cells; 8 hrs of student contact.

MPHY 606: Advanced Cardiovascular Physiology II; Lecture topics: Molecular Biology of the Failing Heart, 8 hrs of student contact.

**Summary of Year: 1999-2000**

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</table>

**Year: 2000-2001**

**Medical Courses:**
MPHY 901: Medical Physiology, Small group conference leader, 18 hrs of student contact; Course lecture topics: Cell Physiology including, transport mechanisms, cellular signaling systems, skeletal muscle biochemistry and physiology, smooth muscle physiology and comparative muscle physiology, 8 hrs of student contact.

**Graduate Courses:**
MSCI 602: Principles of Basic Medical Sciences II, Lecture topics: extracellular matrix, cell-cell and cell-matrix adhesion; 10 hrs of student contact.

MPHY 601: Methods in Cell Physiology, Lecture topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 604: Advanced Cardiovascular Physiology I; Lecture topics: Development of the Hematopoietic system and Hematopoiesis; Cardiovascular cell biology including basic cell biology of cardiac myocytes, vascular smooth muscle and endothelial cells; 8 hrs of student contact.
VTPP 676: Genetic and Molecular Toxicology; Lecture topics: Cell surface receptors and signal transduction, 2 hrs of student contact.

Summary of Year 2000-2001

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<td>5. Conferences taught</td>
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Year: 2001-2002

Medical Courses:

MPHY 901: Medical Physiology; Substitute small group conference leader, 2 hrs of student contact. Course lecture topics: Cell Physiology including, transport mechanisms, cellular signaling systems, skeletal muscle biochemistry and physiology, smooth muscle physiology and comparative muscle physiology, 8 hrs of student contact.

Graduate Courses:

MPHY 601: Methods in Cell Physiology, Lecture topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 604: Advanced Cardiovascular Physiology I; Lecture topics: Development of the Hemopoietic system and Hematopoiesis; Cardiovascular cell biology including basic cell biology of cardiac myocytes, vascular smooth muscle and endothelial cells; 8 hrs of student contact.

MPHY 681: Special Topics in Medical Physiology: an individualized graduate course for Heather Bartsch; 20 hrs of student contact including lectures and manuscript discussion. Course topics included Mechanobiology and Biomechanics.

Summary of Year 2001-2002

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</thead>
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Year: 2002-2003

Medical Courses:
MBCH 914: Foundations in Cell and Molecular Biology; Lecture Topic: Membrane Transport systems, 2 hrs of student contact.

MPHY 901: Medical Physiology; Lecture Topics: Fundamentals of skeletal cardiac and smooth muscle physiology; 4 hours of student contact.

Graduate Courses:

MPHY 601: Methods in Cell Physiology, Lecture Topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 604: Advanced Cardiovascular Physiology I; Lecture Topics: Development of the Hemopoietic system and Hematopoiesis; Cardiovascular cell biology including basic cell biology of cardiac myocytes, vascular smooth muscle and endothelial cells; 8 hrs of student contact.

MPHY 901: Medical Physiology; Cell physiology lectures including cell signaling, transport mechanisms, and muscle physiology were taught as an independent study component of a graduate physiology course for Jie Li, a departmental graduate student. A total of 5 hr of student contact including lectures and review of notes and 2 hrs of conferences.

Summary of Year 2002-2003

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<td>5. Conferences taught</td>
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Year 2003-2004

Medical Courses:

MPHY 901: Medical Physiology; Lecture Topics: Fundamentals of skeletal, cardiac and smooth muscle physiology; 4 hrs of student contact.

Graduate courses

MPHY 601: Methods in Cell Physiology, Lecture topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 604: Advanced Cardiovascular Physiology I; Lecture topics: Development of the Hemopoietic system and Hematopoiesis; Cardiovascular cell biology including basic cell biology of cardiac myocytes, vascular smooth muscle and endothelial cells; 8 hrs of student contact.
MSCI 689: Cardiovascular Sciences; Lecture topics included comparative muscle physiology and signal transduction mechanisms. Coordinated cell physiology block; 3 hrs of student contact.

**Summary of Year 2003-2004**

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<tr>
<td>1. Lectures taught</td>
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<td>2. Laboratories taught</td>
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<td>3. Clinics taught</td>
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<td>4. Seminars taught</td>
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<td>5. Conferences taught</td>
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**Year 2004-2005**

Medical Courses: (spring 2005)

MPHY 901: Medical Physiology (Introduction to Tissues Block); Lecture topics to include signal transduction mechanisms, membrane transport and comparative muscle physiology. Student contact time of 6 hrs.

Graduate Courses:

MPHY 601: Methods in Cell Physiology, Lecture Topic: Expression and analysis of foreign genes in eukaryotic cells, 6 hrs of student contact (2 hrs lecture and 4 hrs laboratory).

MPHY 604: Advanced Cardiovascular Physiology I; Lecture Topics: Development of the Hemopoietic system and Hematopoiesis; Cardiovascular cell biology including basic cell biology of cardiac myocytes, vascular smooth muscle and endothelial cells; 8 hrs of student contact.

MSCI 689: Cardiovascular Sciences; Lecture Topics: comparative muscle physiology and signal transduction mechanisms (anticipated); 3 hours of student contact.

**Summary of Year 2004-2005**

<table>
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<th>Number of Hours</th>
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<td>1. Lectures taught</td>
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<td>3. Clinics taught</td>
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<td>4. Seminars taught</td>
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<td>5. Conferences taught</td>
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**Year 2005-2006**

**Medical Courses**

**MEID 905 STRUCTURE AND FUNCTION OF HUMAN ORGAN SYSTEMS.**: (Fall 2005)

Lecture topics included: Signal Transduction, membrane transport, electrophysiology, nerve conduction and comparative muscle physiology. Student Contact: 12 hr.

**Graduate Courses:**
MPHY 601 Methods in Cell Physiology  
Lecture topics: Transfection of Eucaryotic Cells 
Student Contact: 6 hr.

MPHY 604 Advanced Cardiovascular Physiology  
Lecture topics: Cardiovascular Cell Biology and Hematopoiesis 
Student Contact: 8 hr.

MSCI 689—Special Topics in Cardiovascular Science  
Lecture topics: Cardiovascular Cell Biology and Signal Transduction; 
Student Contact: 3.0 hr

**Summary of Year 2005-2006**  
**Number of Hours**  
1. Lectures taught 25  
2. Laboratories taught 4  
3. Conferences taught 0  
4. Seminars taught 0  
5. Conferences taught 0

**Year 2006-2007**  
**Medical Courses:**  
**MEID 905 STRUCTURE AND FUNCTION OF HUMAN ORGAN SYSTEMS.** (Fall 2006)  
Lecture topics included: Signal Transduction, membrane transport, electrophysiology, nerve conduction and comparative muscle physiology. Student Contact: 12 hr.

**Graduate Courses:**  
SBTM 601 Methods in Cell Physiology (Fall 2006)  
Lecture topics: Transfection of Eucaryotic Cells  
Student Contact: 6 hr.

SBTM 604 Advanced Cardiovascular Physiology (Fall 2006)  
Lecture topics: Cardiovascular Cell Biology and Hematopoiesis  
Student Contact: 8 hr.

MSCI 689—Special Topics in Cardiovascular Science (Spring 2007)  
Lecture topics: Cardiovascular Cell Biology and Signal Transduction;  
Student Contact: 3.0 hr

**Summary of Year 2006-2007**  
**Number of Hours**  
1. Lectures taught 25  
2. Laboratories taught 4  
3. Conferences taught 0  
4. Seminars taught 0

Page 9
5. Conferences taught 0

Year 2007-2008

Medical Courses:
**MEID 905 STRUCTURE AND FUNCTION OF HUMAN ORGAN SYSTEMS.:** (Fall 2007)
Lecture topics included: Signal Transduction, membrane transport, electrophysiology, nerve conduction and comparative muscle physiology. Student Contact: 12 hr.

Graduate Courses:
MSCI 689—Special Topics in Cardiovascular Science (Spring 2008)
Lecture topics: Cardiovascular Cell Biology and Signal Transduction; Student Contact: 3.0 hr

MSCI 689—Current Topics in Signal Transduction (Spring 2008)
Lecture Topics—G protein Coupled Receptors, Small G Proteins
Student Contact: 6 hours.

Summary of Year 2007-2008

1. Lectures taught 21
2. Laboratories taught 0
3. Conferences taught 0
4. Seminars taught 0
5. Conferences taught 0

Year: 2008-2009
Medical Courses
**MEID 905 STRUCTURE AND FUNCTION OF HUMAN ORGAN SYSTEMS.:** (Fall 2008)
Lecture topics included: Signal Transduction, membrane transport, electrophysiology, nerve conduction and comparative muscle physiology. Student Contact: 12 hr.

Graduate Courses
**SBTM 612 Human Organ systems** (Spring 2009) Excitable cells and neurotransmission, Muscle physiology. 8 hours Evaluation 1.5 (1-5-Scale)

**MSCI 612 Molecular Signaling:** 3 Hours (Spring 2009) G protein coupled receptors, Small Gproteins Evaluation 1.8 (1-5 Scale)

MSCI 610 Pathogenesis of Human Disease (2 hrs) Neuromuscular disease and muscular dystrophies

**SBTM 601 Experimental Techniques in Molecular, Cell and Systems Biology I**
**Eucaryotic Gene (Fall 2008) Expression (6 hours) Evaluation 1.7 (1-5 scale)**

**Summary of Year 2008-2009**

1. Lectures taught 29  
2. Laboratories taught 4  
3. Conferences taught 0  
4. Seminars taught 0  
5. Conferences taught 0

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**Year 2009-2010**

**Medical Courses**

MEID Phase 1B 3 hours, Cell Transports, Membrane potential, Electrophysiology  
MEID Phase II Neuroscience Block 2 hours, Propagation, Synaptic Transmission (ratings avg-above avg)

**Graduate Courses**

SBTM 601 Experimental Techniques in Molecular, Cell and Systems Biology I  
Eucaryotic Gene (Fall 2009) Expression (6 hours) Evaluation 1.9 (1-5 scale)

SBTM 615 Pathobiology and Therapeutics (6 hrs) Facilitator Cardiovascular and Musculoskeletal sections. (Individual faculty not evaluated)

MSCI 610 Pathogenesis of Human Disease (2 hrs) Neuromuscular disease and muscular dystrophies

MSCI 612 Molecular Signaling (spring 2010) G protein coupled receptors and TGF signaling 4 hrs.

VIBS 602/PHEO 630 Environmental Toxicology Fall 2009- cardiovascular toxicology and pathology 2 hrs. (not evaluated)

**Summary of Year 2009-2010**

1. Lectures taught 19  
2. Laboratories taught 6  
3. Conferences taught 6  
4. Seminars taught 0
5. Conferences taught 0

Year 2010-2011

Medical Courses

MEID CPM II Pharmacology of Aging 1 hr

MEID Neuroscience Block (Spring 2011) Neurotransmission 2 hr (They were changing the system this year and no evaluations were received.

MEID Integument/Musculoskeletal Block (Spring 2011) Excitation Contraction Mechanism, Biomechnical Properties, Adaptation of Muscle 3 hrs

Graduate Courses

PHEO 630 Occupational and Environmental Disease Cardiovascular Toxicology and Disease 2 hrs

PHEO /VIBS Basic Environmental Toxicology Cardiovascular Toxicology 2 hrs

MSCI 610 Human Pathogenesis Neuromuscular Disease and Muscular Dystrophies 2 hr

Evaluation 1.6/5.0

MSCI 612 Molecular Signaling G Protein Coupled Receptors Signaling, TGF Signaling 6 hr

Evaluation 1.8/5

Summary for 2010-2011

1. Lectures taught 18
2. Laboratories taught 0
3. Conferences taught 0
4. Seminars taught 0
5. Conferences taught 0

Year 2011-2012

Graduate Courses

PHEO 630 Occupational and Environmental Disease Cardiovascular Toxicology and Disease 2 hrs

PHEO /VIBS Basic Environmental Toxicology Cardiovascular Toxicology 2 hrs

MSCI 610 Human Pathogenesis Neuromuscular Disease and Muscular Dystrophies 2 hr

Evaluation 1.6/5.0 (where 1 is the best)

MSCI 612 Molecular Signaling G Protein Coupled Receptors Signaling, TGF Signaling 6 hr

Only 1 student was in the class so it was done by directed study from previous years notes and lectures.
Undergraduate Courses
BIMS 485 Directed Study Chelsea Graves 3 hr credit

Medical Courses
MEID CPM II (Fall) Pharmacology of Aging 1 hr Evaluation 3.3/4 (where 4 is the best)
MEID Neuroscience Block (Spring) Neurotransmission 1 hr Evaluation 3.5/4
MEID Integument/Musculoskeletal (Spring) 1 hr Evaluation 3.4/5

Summary for 2011-2012
1. Lectures taught 15
2. Laboratories taught 0
3. Conferences taught 0
4. Seminars taught 0
5. Conferences taught 0
6. Undergraduate Directed Study 3 credit hr

Year 2012-2013

Graduate courses
SGSI 601 Responsible Conduct of Research 1 hr Lecture Authorship Course Director Evaluation 1.8/5 (where 1 is best)
MSCI 612 Molecular Signaling 6 hr G protein Coupled Receptors, TGF Signaling
MSCI 630 Human Pathogenesis 2 hr Neuromuscular Disease and Muscular dystrophy

Undergraduate Courses
BIMS 485 Chelsea Graves 3 credit hrs

Medical Courses
MEID CPM II Pharmacology of Aging 1 hr Evaluation 3.4/4
MEID Integument/Musculoskeletal 1 hr

Summary for 2012-2013
1. Lectures taught 11
2. Laboratories taught 0
3. Conferences taught 0
4. Seminars taught 0
5. Conferences taught 0
6. Course Director 1 hr course
7. Undergraduate Directed Study 6 credit hrs
Year 2013-2014

Graduate courses
SGSI 601 Responsible Conduct of Research  1 hr Lecture  Authorship  Course Director
Evaluation 1.8/5 (where 1 is best)
MSCI 612 Molecular Signaling  6 hr  G protein Coupled Receptors, Integrin/Cytoskeleton, TGF Signaling

Undergraduate Courses
BIMS 485 Chelsea Graves  3 credit hrs
BIMS 485 Kerri Keller  1 credit hrs

Medical Courses
MEID CPM II Pharmacology of Aging  1 hr  Evaluation  3.3/4
MEID Integument/Musculoskeletal  1 hr

Summary for 2013-2014
1. Lectures taught  9
2. Laboratories taught  0
3. Conferences taught  0
4. Seminars taught  0
5. Conferences taught  0
6. Course Director  1hr course
7. Undergraduate Directed Study  4 credit hrs

Year 2014-2015
Graduate courses
MSCI 609 Responsible Conduct of Research  (Course Director) 1 hr Lecture Authorship

MSCI 612 Molecular Signaling  6 hr G protein coupled Receptors, TGF Signaling
MSCI 630 Human Disease and Pathology  2 hr  Neuro-Muscular diseases

Medical Courses
MEID CPM II Pharmacology of Aging  1 hr  Evaluation  3.3/4
MEID Integument/Musculoskeletal  1 hr
MEID Cardiovascular Block  (Co-Director)  3 Hours of lecture

Year 2015-2016
Graduate courses
MSCI 609  Responsible Conduct of Research (Course Director) 1 hr Lecture Authorship

MSCI 612 Molecular Signaling  6 hr G protein coupled Receptors, TGF Signaling
MSCI  630   Human Disease and Pathology    2 hr   Neuro-Muscular diseases
Medical Courses (Curriculum Change Year)
MEID Cardiovascular Block (Co-Director)   3 Hours of lecture (Fall M2 class)
MEID Cardiovascular Block (Co-Director)   3 Hours of lecture (Spring M1 class)
FOM I  Muscle Physiology 1 hr
FOM II  Pharmacology of aging
Year 2016-2017
Graduate courses
MSCI 609  Responsible Conduct of Research (Course Director) 1 hr Lecture Authorship

MSCI 612 Molecular Signaling  6 hr G protein coupled Receptors, TGF Signaling
MSCI  630   Human Disease and Pathology    2 hr   Neuro-Muscular diseases
Medical Courses
MEID Cardiovascular Block (Co-Director)   3 Hours of lecture (Spring M1 class)
FOM I  Muscle Physiology 1 hr
FOM II  Pharmacology of aging
2017-2018
Graduate Courses
MSCI 609  Responsible Conduct of Research -Course Coordinator
MEID Cardiovascular Block (Co-Director)
FOM I  Muscle Physiology (1 Hr)
FOM II  Pharmacology of Aging (1Hr)

2018-2019
MSCI 609  Responsible Conduct of Research -Course Coordinator
MEID Cardiovascular Block (Co-Director)
FOM I  Muscle Physiology (1 Hr)
**Undergraduate Courses**

1998-2001: Faculty Instructor for Undergraduate Research, an undergraduate course designed to give undergraduate students research experience (MPHY 485). Topics: Individual research projects were designed for each student focusing on basic research methodologies. Each student was in the lab approximately 10 hrs per week for the given semester. (Students: Joey Weido, Heather Bartsch, Negar Falahatpisheh, Jayme Williams). After formation of the Health Science Center there was little opportunity to directly facilitate undergraduate courses even though participation has continued indirectly.

2012-2013  
Biol 485 (Miriam Rizvi) and BIMS 485 (Chelsea Graves)

2. Quality of Teaching—

**Medical Courses:**

**Medical Physiology (MPHY 901)/Human Organ Systems (MEID 905)**

Student Evaluations: Numerical Scores on a scale of 1-5, where 1=strongly positive, 3=neutral and 5 is strongly negative.

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<th>Year</th>
<th>1999</th>
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<tr>
<td></td>
<td>1.91</td>
<td>2.25</td>
<td>2.3</td>
<td>1.97</td>
<td>2.44</td>
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<td>1.7</td>
<td>2.2</td>
<td>1.9</td>
<td>1.9</td>
<td>Not evaluated</td>
<td>avg.-above average</td>
</tr>
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</table>

Student evaluation of teaching performance consistently ranked in the positive range with an average score of 1.95 between 2005-2008.

In 2009 the new medical curriculum was initiated. Individual faculty members were not evaluated. Much of the material taught during this section was similar to the previous years but the context was slightly different.

**Representative Graduate Courses for the last 5 years.**
**SBTM 612**-Human Organ Systems (Spring 2008) Dr. Janet Parker Course Director 8 hrs lecture on electrophysiology, neural transmissions and muscle physiology. Evaluation 1.5 (1-5 scale where 1 is very positive)

**SBTM 601** Experimental Techniques in Molecular, Cell and Systems Biology (Fall 2007, 2008, 2009) Dr. Cindy Meininger, course director 2 hrs of lecture 4-6 hrs of lab depending on year. Avg. Evaluation of 1.8 for 3 years (Scale 1-5 where 1 is very positive)

3. **Course Coordination:**
   
   Medical Courses
   
   2009-2010 Phase 1 curriculum steering committee
   
   Phase 1B Block leader
   
   Graduate Courses
   
   2012-Present SGSI 601 Responsible Conduct of Research
   
   2014-Present Cardiovascular Block Leader

4. **Curriculum Development**—

   1999--participated in the reorganization and development of Advanced Cardiovascular Physiology I and II (MPHY 604 and 606) series. The goals of the reorganization were to include a more molecular basis to the subject matter. (Mari Muthuchamy, Ph.D., Course Director).

   2008-2010 Served on the Phase 1 steering committee for the development of the new first year medical curriculum. Served as the block leader for Phase 1b block in 2009.

5. **Teaching Materials Developed**

   1997--developed eukaryotic gene transfer lectures and lab for MPHY 601, Methods in Cell Physiology (Dr. Cynthia Meininger, Course Director).

   1999—developed hematopoiesis lectures for MPHY 604, Advanced Cardiovascular Physiology I. (Dr. Mariappan Muthuchamy, Course Director).

   2000—wrote and developed Cell Physiology lecture notes for MPHY 901, Medical Physiology (Dr. Thomas Peterson, Course Director).
Developed 2 special topics courses for graduate students—. Each course consisted of developing background didactic materials coupled to relevant current and classical original literature.

6. Continuing Education Course Given

2002: Faculty instructor in Psychopharmacology a distance learning course for clinical psychologists obtaining certification for prescription writing. Lecture topics: Cell Physiology including membrane transport mechanisms, cell signaling, smooth and skeletal muscle function and renal transport mechanisms. (4 hrs of student contact).

7. Student/Trainee Supervision

a. Fellows/Postdoctoral/Residents/Visiting Scientists

Jun Tzu (Sherry) Chao, Ph.D. 2001-2004
Natasa Popovic, MD/PhD  2008-2009

b. Thesis/Dissertation Committees

1) Chair/Mentor
Jia Sheng (Advisor Ph.D. student in Medical Physiology-no degree conferred) 1999-2000.
Sam Baber (Advisor MS. student in Integrative/Cardiovascular Track, Interdisciplinary Medical Science Graduate Program) 2001-2003.
Heather Bartsch (Co-Advisor M.S. Student In Biomedical Engineering) 2001-2002.
Natasa Popovic (Advisor Ph.D. Student in Integrative/Cardiovascular Track, Interdisciplinary Medical Science Graduate Program, College of Medicine) 2005-2008.
Anne Taucer (Co-Advisor M.S. Student in Biomedical Engineering) 2004-2006.
Samantha Steelman (Co-Advisor, Ph.D. Student in Integrative Cardiovascular Track, Interdisciplinary Medical Science Graduate Program) 2007-2010.
David Howell (Advisor, PhD student in Systems and Translational biology Track, Interdisciplinary Graduate Medical Science Program, College of Medicine) 2009-2013

2) Member
Kelli Waitkus (Committee member, Ph.D. student in Medical Physiology) 1997-2001.
Travis Holton (Committee member, Ph.D. student in Medical Physiology) 1997-2000.
Rebecca Marinos (Committee member, Ph.D. student in Medical Physiology) 1998-2000.
KangMee Woo (Committee member, Ph.D. student in Medical Physiology) 1999-2003.
Helen Hayes (Committee member, Ph.D. Student in Medical Physiology) 2001-present.
Naris Thengchaisri (Committee member, Ph.D. student in Medical Physiology) 2001-2003.
Vandana Sarin (Committee member, Ph.D. student in Medical Physiology) 2001-present.
Rudy Gleason (Committee member, Ph.D. student in Biomedical Engineering) 2001-2004.
E. Spencer Williams (Committee member, Ph.D. student in Toxicology Program) 2000-2003.
Charles Partridge (Committee member, Ph.D. student in Toxicology Program) 2001-2005
Robert Shipley (Committee member, Ph.D. Student in Health and Kinesiology Department) 2000-2003.
Catherine Moak (GCR representative, Ph.D. student in Educational Psychology) 1998-2002.
Veselin Dobrev (GCR representative, Ph.D. student in Mathematics) 2002.
Erion Qamirani (Committee member, M.D./Ph.D. student in Medical Physiology) 2003-2006.
Theresa Prock (Committee member, M.D./Ph.D. student in Neuroscience) 2003-2006.
Eric Bridenbaugh (Committee member, Ph.D. student in Medical Physiology) 2003-2008.
Nandina Paria (Committee member, Ph.D. student Interdisciplinary Program) 2004-2005.
Laura Wade (Committee member, MS. student, College of Medicine Interdisciplinary Program) 2004-2007.
Marc Holderman (Committee member, Ph.D. student, College Veterinary Medicine, Interdisciplinary Program in Toxicology) 2003-2005.
Wendy Watson Dye (Committee member, M.S. student, Department of Biomedical Engineering) 2003-2005
Jin Ja Hua (Committee member, Ph.D. student in Biomedical Engineering) 2002-2005
Yoonjung Park (Committee member, Ph.D. student in Health and Kinesiology) 2004-2006.
Joana Dado (Committee member, MS. student College of Medicine, Interdisciplinary Program) 2004-2007.
Shannon Glaser (Committee member, Ph.D. student College of Medicine, Interdisciplinary Program) 2005 (replaced)
Andrea Julian Foskett (Committee member, Ph.D. student College of Medicine Interdisciplinary Program) 2005-2009
Greg Chen (Committee Member, Ph.D. Student, Biochemistry Biophysics Program. 2005-2007
Dan Trott (Committee Member, Ph.D. Student, Health and Kinesiology) 2005-2009.
Adebayo (Bayo) Akintola (Committee Member, Ph.D. Student, College of Medicine Interdisciplinary Program) 2005-2008.
John Eberth, PhD Student BME Program, Co-Chair with Jay Humphrey 2005-2008
Anne Taucer, MS Student BME Program, Co-Chair With Jay Humphrey 2005-2007
Chinatsu Kojima (Committee Member, Ph.D. Student, College of Medicine Interdisciplinary Program) 2006-2008.
Haille Paige (Committee Member, Ph.D. Student BME Program) 2007-2011
Po Sheun Lee (Committee Member, Ph.D. Student COM Interdisciplinary Graduate Program) 2006-2013
Dinorah Leyva (Committee Member, Ph.D. Student COM Interdisciplinary Graduate Program) 2006-2011.
Lesley Gardiner (committee Member, MD/PhD Student COM Interdisciplinary Graduate Program) 2008-.2011
Xi li (Co-Chair, PhD Student COM Interdisciplinary Graduate Program) 2009-2014
Hui Ju Shu (Committee Member, Biomedical Engineering Roland Kaunas) 2010-2012
Robbie Schultz (Committee Member, PhD Student TAMU Genetics Program) 2009-2014
Will Richardson (Committee Member, PhD Student TAMU Biomedical Engineering Department) 2008-2012
Rhonda Holgate (Committee Member, PhD Student TAMHSC Medical Science program) 2008-2014
Evan Cherry (Committee Member, MD/PhD Student COM Biomedical Science Program) 2012-2015

Meridith Lutrell (Committee Member, PhD Student, HLKN) 2010-2013
Rachel Deer (Committee Member, PhD Student VTPP) 2012-2013
Shang Pu-Tsai (Committee Member, PhD Student MSCI) 2013-Present

Kevin Volt (Summer Medical Research Student) 2000.
Manuj Kapur (Summer Medical Student) 2000.
Jesemy Neiger (M.D./Ph.D. Rotational Student) 2000.
Ameer Amin (Summer Medical Research Student) 2001.
Mutjaba Ali (Summer Medical Research Student) 2007
Alex Myint (Summer Medical Research Student) 2008
Josh Larsan (Summer Student) 2010
William Samuelson (Summer Medical Research Student) 2011
Cecelia Benz (Summer Medical Research Student) 2012
Charlie Howard (Summer Medical Research Student) 2012
David Cochran (Summer Medical Research Student 2014)

d. Undergraduate

Joey Weido (MPHY 485 Student) 1998.
Alan Lobo (Undergraduate Honors Program) 1998-1999.
Tara. T. Cruitt (SURF program (Co-Sponsor M. J. Davis) 1999.
Heather Bartsch (MPHY 485 Student ) 2000.
Negar Falahatpisheh (MPHY 485 student) 2000.
Jayme Williams (MPHY 485 Student) 2001.
Rachel Jones (Student Worker) 2000.
Renee Chapman (Student Worker) 2002.
Anitra Thomas (SURF Program) 2004.
Nitika Paudel (SURF Program) 2005
Oliver Wu (Medical Scholars Program) 2006
Robin Young (Student Worker) 2004-2008
Kris Miller (Student Worker) 2005-2007
Brad Dixon (Student Worker) 2005-2007
Christina Thiel (Student Worker) 2009-2012
Miriam Rizvi (BIOL 485, Student Worker) 2010-2011
Chelsea Graves (BIMS 485, Student Worker) 2012-2013
Selena Hernandez (Student Worker) 2012-2013
Keri Keller (Student Worker) 2011-2014

8. Graduate Faculty Membership

Texas A&M University Health Science Center Graduate Faculty: 1999-present
Texas A&M University Graduate Faculty: 1997-present
Texas A&M Interdisciplinary Faculty in Toxicology; 1999-present

9. Other indices of Teaching and Mentorship

Member of the Interdisciplinary Faculty in Toxicology
Organization of Graduate Student Journal Club (1997-2000)
Departmental Text Book Sub-Committee (2001-2002)
Co-director of Department of Medical Physiology Becoming a Successful Scientist program (2000-2002)
Phase I Curriculum Committee- 2009-2010
Phase IB Block Leader 2009-2011
CV Block leader 2014-present

F. Research and Scholarly Activities

1. Areas of Research and Scholarship—Lay Summary

The general goals of my research have focused on understanding how the microenvironment affects vascular cell phenotype and gene expression and how these changes contribute to vascular remodeling during normal physiological adaptations and pathologies. The specific research areas that we have focused on to gain knowledge in these areas are:

Regulation of Smooth Muscle Phenotype by Mechanical Forces:

The native environment of vascular smooth muscle cells is rich in mechanical signals that potentially influence moment-to-moment changes in the cell including contractile state of the cells and long-term adaptations of the vascular smooth muscle cells such as growth and differentiated properties through changes in gene expression. We are utilizing and in vitro cell culture systems that allow the exposure of cells to precise cyclic strain protocols. Our goals are to develop and understanding of how vascular smooth muscle cells sense and respond to changes in mechanical strain. The types of studies that we perform include monitoring signal transduction events in response to mechanical strain including changes in phosphorylation events and intracellular calcium concentrations, and identifying genes that are regulated by mechanical strain and the pathways leading to their activation.

Regulation of Smooth Muscle Cell Proliferation by Oxidative Stress and Extracellular Matrix:

Oxidative stress has been proposed to be a contributing factor to the development of proliferative smooth muscle cell phenotypes that contribute to the development of atherosclerosis. Our current studies are focused on understanding how oxidative stress alters growth related signal transduction pathways and how the extracellular matrix environment modulates these pathways. We are currently focusing on the role of oxidants such as allylamine, hydrogen peroxide and superoxide alter signaling pathways leading to increased proliferation and alterations in cell cycle progression. Key to these studies include understanding how changes in expression of integrins and extracellular matrix molecules contribute to the proliferative phenotypes.

Vascular Remodeling in Response to Changes in the Mechanical Environment:
We are employing several animal models and developing and in vitro artery culture system in order to explore how specific changes in arterial mechanical properties contribute to remodeling processes. We are utilizing a rat model of simulated microgravity (hindlimb unloading) to compare alterations in gene expression in cerebral vessels that hypertrophy, and skeletal muscle arterioles that atrophy by different mechanisms to try to better understand the remodeling processes in each vessel. Similarly, we are utilizing a rat model of hypertension to systematically identify changes in extracellular matrix and integrin expression and that contribute to the remodeling process. Finally, we are developing a mouse carotid artery in vitro culture system that will allow us to maintain mouse carotid arteries in culture for 7-10 days at precise flow rates and pressures in order to gain a better understanding of the temporal and spatial affects on function, structure and gene expression in response to altered mechanical environments. The use of this system in conjunction with genetically altered mice and utilization of methods to vary expression of specific genes (adenovirus, SiRNA) will allow us to begin to understand the role of specific genes in vascular remodeling events. Most recently, we have focused on the role of TGF-beta signaling in the development of aortic aneurysms, hypertension and the molecular signaling pathways regulating vascular cell responses to these signals.

2. Invited Presentations


4th International Congress of Cell Biology, Montreal, Quebec, Canada (1988) Similarities between the ion channel associated calmodulin binding protein and the β subunit of GTP binding proteins.

University of Alabama, Birmingham, Department of Pharmacology, Birmingham AL. (1989) Identification of calmodulin-binding proteins that modulate ion channel function: use of targeted protein mutations.

Oklahoma Medical Research Foundation, Oklahoma City, OK. (1990) Identification of calmodulin-binding proteins that modulate ion channel function: use of targeted protein mutations.


Rush Medical School, Department of Pharmacology, Chicago IL (1995) Modulation of smooth muscle phenotype by mechanical forces.

University of South Alabama Medical School, Department of Pharmacology Mobile AL (1995) Modulation of smooth muscle phenotype by mechanical forces.

University of Vermont Medical School, Department of Pharmacology, Burlington Vermont (1995) Modulation of smooth muscle phenotype by mechanical forces.

Northwestern University Medical School Chicago IL (1996) Integrins as mechanosensors in vascular smooth muscle.

University of Alabama, Birmingham Medical School, Birmingham AL (1996) Modulation of smooth muscle responses to mechanical forces by the extracellular matrix.
University of California, San Francisco Dental School (1996) Department of Stomatology, San Francisco, CA. “Modulation of Vascular Cell Responses to Cyclic Mechanical Strain by Integrins”

International Society for Heart Research (May 1998) Rhodes Greece, Cyclic mechanical strain induces PDGF-A expression in a egr-1 dependent manner.

Texas A&M University System HSC, Department of Pharmacology, College Station, TX, (1998) Modulation of vascular smooth muscle phenotype by mechanical strain: a role for integrin signaling.

University of Texas Health Science Center, Department Pathology, (1998) Houston TX Modulation of smooth muscle phenotype by mechanical forces.


Institute for Pathophysiology Martin Luther University Halle, Germany (July 1999) Modulation of vascular smooth muscle phenotype by mechanical strain: a role for integrin signaling.


Texas A&M University, Dept. of Health and Kinesiology, College Station TX (Oct. 1999) Modulation of vascular smooth muscle phenotype by mechanical forces.

Texas A&M University, Division of Biomedical Engineering, College Station TX (Oct. 2000) Integrins as Mechanosensors in vascular smooth muscle.

Texas A&M University System Health Science Center, Department of Medical Physiology, College Station TX (Nov. 2001) Regulation of Gene Expression in Vascular Smooth Muscle by Cyclic Mechanical Strain.

Texas A&M University, Program in Toxicology, College Station TX (Nov. 2001) The local environment modulates smooth muscle phenotype.

Texas A&M University System Health Science Center, Department of Medical Pharmacology, College Station, TX (November 2002) The local environment modulates smooth muscle phenotype.

Texas A&M University, Department of Biomedical Engineering, College Station, TX (April 2004) Modulation of vascular smooth muscle integrin expression during vascular remodeling.

University of North Texas-Health Science Center, Department of Integrative Physiology, Fort Worth, TX (September 2004) Modulation of vascular smooth muscle integrins: A key role in remodeling

Medical University of South Carolina, Charleston, SC (November 2004) Modulation of vascular smooth muscle integrin expression during remodeling.
Muscular Dystrophy Association Research Day” Vascular changes in mouse models of muscular dystrophy” Houston TX October 2005

Texas A&M Health Science Center, Cardiovascular Research Institute Annual Research Symposium (October 2007) Transforming Growth Factor-Beta as a Sensor for Mechanical Forces.


Texas A&M Health Science Center, College of Medicine, Department of Systems Biology (September 2008) Mechanical Forces and Vascular Remodeling.

Sigma Xi Organization, Texas A&M University-Corpus Cristi, What you need to know to apply to graduate school. (Spring 2009)

Temple University, Cardiovascular Research Institute, Paradoxical Roles of Transforming Growth Factor-beta in Vascular Remodeling (Spring 2012)

Morehouse School of Medicine, Paradoxical Roles of Transforming Growth Factor-beta in Vascular Remodeling (Summer 2012)

Oklahoma Medical Research Foundation Transforming Growth Factor B in Vascular Remodeling (Spring 2013)

5. Manuscript Review

a. Journals Refereed; Book/Chapter Review

American Journal of Physiology: Cell Physiology
American Journal of Physiology: Heart and Circulatory Physiology
Biomechanics and Modeling in Mechanobiology
Cardiovascular Research
Circulation
Circulation Research
Experimental Biology and Medicine
Hypertension
In Vitro Cellular and Developmental Biology
Journal of Cellular Biochemistry
Journal of Vascular Research
6. Grant Reviews
   
a. Study Section, Review Panel, Special Emphasis Panel


   Arizona Disease Control Commission (Ad Hoc) (1999-Present)

   National Institutes of Health Program Project Review: Mechanical Forces in Cardiovascular Cells (1999 and 2000)

   Scott and White Research Initiative (1999)

   Texas A&M University Interdisciplinary Research Initiative (1998-1999)

   Life Science Task Force Initiative, Texas A&M University, (2001)

   NIEHS Program Project Review, Louisville KY, “Cardiovascular Toxicity of Environmental Aldehydes (March 2002)

   Center For Environmental and Rural Health, Pilot Project Grant Review Committee, Texas A&M University (1999-2007)

   Veterans Administration Merit Award (2001)

   U.S. Environmental Protection Agency Grants--Airborne Particulate Health Effects: Cardiovascular Mechanisms (2-G1) (July 2002)


   Ad Hoc reviewer, NIH Pathology A study section, (October 2003)


   Grant Reviewer, American Heart Association, National, Vascular Wall Biology 1 Study Group, October 2005. April 2006 October 2006

   Grant Reviewer, NIH Program Project Review "Molecular determinants of vascular remodeling and angiogenesis". William Sessa, PI, October 2005 review October 2006

   NIH Special Emphasis Panel put together to review R21, R15 and R03 grants normally reviewed by AICS and VCMB study sections

NIH F10 Fellowship Review Panel. March 2007, June 2007

National Center for Complementary and Alternative Medicine (NCCAM / NIH)
“Developmental Centers for Research on Complementary and Alternative Medicine: Phase I (DCRC I) and Phase II (DCRC II) Nov 12-14, 2007 Reviewed 1 DCRC II proposal—equivalent of a program project

National Institutes of Health--Vascular Cell and Molecular Biology Study Section (Feb 9, 10, 2009) 8 grants reviewed

American Heart Association--Western Affiliates/South Central Review Section 3B (April 6, 7, 2009) 12 grants

National Institutes of Health--Special Emphasis Panel to Review Competitive Hemotology/Thombosis Supplements (June 25, 26, 2009) 4 supplements reviewed.

National Institutes of Health—Special Emphasis Panel to Review Competitive Supplements Vascular Biology ZRG1 VH-B (95) (July 8, 9, 2009) 4 grants reviewed

National Institutes of Health-Vascular Cell and Molecular Biology Study Section July 1, 2010- June 30 2014. Charter Member.

Reviewed 3 times per year with avg of 10 grants per cycle.

National Institutes of Health Vascular Cell and Molecular Biology -Ad Hoc 2015, 2016
National Institutes of Health Special Emphasis Panel 2016
National Institutes of Health Special Emphasis Panel 2018
National Institutes of Health Fellowship Review 2018
National Institutes of Health Special Emphasis Panel 2019

7. Professional and Scholarly Societies

American Association for Advancement of Science (1988-present)
American Society of Cell Biology (1990-present)
American Society of Biochemistry and Molecular Biology (1985-present)
American Heart Association- High Blood Pressure Council (1998-present)
American Heart Association-Atherosclerosis, Thrombosis and Vascular Biology Council (1999-present)
Microcirculation Society (2000-present)
North American Vascular Biology Organization (2000-present)
American Physiological Society (2006-Present)

8. Contribution to professional Organizations (e.g. committee and offices held)

2001-2004, Member of American Heart Association-Texas Affiliate, Research Allocatons and Advisory Committee (RAAC) for state of Texas.

2008 –Appointed as member of American Physiological Society Cardiovascular Steering Committee NIH-NHLBI Liaison Committee

2016-Present Steering Committee for Gulf Coast Vascular Biology Group
Chaired Gulf Coast Vascular Biology Meeting March 2018

2017-Present Member Texas Consortium for Faculty Success an organization of Faculty Affairs and Faculty Development Administrators for the Texas College of Medicines. 2018-2019 Chair

2017-Present AAMC Group on Faculty Affairs Member

13. Other Indices of Scholarly Performance
Invited Panelist: NIEHS workshop on the Role of Environmental Agents of Development of Cardiovascular Disease, Durham NC, August 6 and 7, 2002

Charter Fellow, DeBakey Cardiovascular Research Institute for Comparative Cardiovascular Science and Biomedical Devices Texas A&M University, College Station TX. 2001-present.

Member NIEHS Center for Environmental and Rural Health. Texas A&M University College Station TX. 2000-present.


Invited Participant: Symposium "Pollutants and Heart Disease" to be held in Louisville, KY Oct 16-17, 2004. (15 invited participants).


G. Institutional Service to Health Science Center

1. Component Committees-College of Medicine
1999-2018: Steering Committee—Summer Research Opportunities.

2000-2014: Interdisciplinary Graduate Admissions Committee; Chair (2001-2011).
Graduate Recruiting Trips
2007-2018 Attended Annual Biomedical Research Conference for Minority Students
2011-2017 Attended SACNAS t

Graduate and Professional Fairs
Texas A&M University 2003-2010
Texas A&M Corpus Christi 2006, 2009
Trinity University San Antonio 2007
UT-Austin 2006
St. Mary’s University, San Antonio 2007
University of Houston Downtown Science Scholars Day 2006-2008
Others

1997-2005: Graduate Program Committee, Department of Medical Physiology

2000-2008: Director of Medical Physiology/Systems Biology Translational Medicine Cell Culture Facility Core.

2000-2002: Co-Director of BASS program (Becoming a Successful Scientist), Department of Medical Physiology

2003-Member Institutional Setting committee for LCME Self-Study Committee.

2002-Present: Member of the MD/PhD program advisory committee.

2004-Member of Search Committee for director of MD/PhD program.

2004-2006: Guest Interviewer; College of Medicine, Medical Admissions.

2005: Member of Faculty Affairs Task Force for College of Medicine Realignment

2005-2006: Member Basic Science Department Realignment Committee

2006-2009: Member of the Medical Admissions Committee

2009- Present Guest Interviewer Medical Admissions

2007-2016 Interviewer for JAMP Program

2006: Member of the Program of Requirements Committee for planning new College of Medicine research Building

2006: Member of Department of Systems Biology and Translational Medicine Graduate and Postdoctoral Training Committee

2006-2015: Member of the Department of Systems Biology and Translational Medicine Microarray Facility Oversight Committee

2007-2011: Director Office of Graduate Studies
Chair Graduate Instruction Committee
Academic Council GIC Report

2007-2008  Member Search Committee for Senior Associate Dean College of Medicine

2007—Member SBTM Mentorship Committee for Dr. Andreea Trache

2010—Member SBTM Mentorship Committee for Dr. Xu Peng

2011—Member of the Dean’s Task Force for Diversity Search Committee for Assistant Dean for Diversity 2013

2014-2018  Member of MPHY Mentorship Committee for Dr. Carl Tong

2013-2015  Member of COM Curriculum Committee

2013-Present Member of COM Diversity Leadership TEAM

2019  Member of EnMed Faculty Search Committee

2019  Member of Operation 12th Man EnMed Curriculum Design Team

2. Other Component Service-- Graduate School of Biomedical Sciences

2005-2014—College of Medicine Representative to HSC Graduate Programs Council

2008-2009—Chaired sub-committee on graduate student tuition

2009-present—Assistant Vice President for Graduate Studies
Fall 2009, Spring 2010, Summer 2010 Fall 2010 Attended Texas Coordinating Board for Higher Education meetings on graduate education (GEAC)
Spring 2010, Summer Attended and participated in Texas Coordinating Board for Higher Education “Closing the Gaps” Meeting

Spring 2010 Attended annual meeting of the Southern Association of Graduate Schools—Savannah GA

3. HSC Committees

2002-2005, Alternate Member of the Faculty Senate, Basic Science Caucus, The Texas A&M University System Health Science Center.

2009-present--Academic Advisory Council

2009-Present--Student Services Advisory Council
2009-2012—Southern Association of Colleges and Schools Accreditation Leadership Group

2010-- Minority Health Research and Education Grant Program (MHGP) task force

2011-Present International Student Travel Award Review Committee

2011-2013 Quality Enhancement Plan (QEP) planning committee (part of SACS accreditation)

2012-2013 HSC Behavioral Intervention Team

2011-2013 HSC Assessment Committee

2012-2019 Clery Officer

2011-2019 Member of HSC Academic Advisory Council

4. Texas A&M University Committees-


Member Search Committee for Cardiovascular Signature Program, Texas A&M University College of Veterinary Medicine, 2004-2008.

College of Medicine Representative to the University Women’s Faculty Network, 2003-present.

Member of Search Committee for faculty positions in Department of Health and Kinesiology, 2004-2005.

Member of Search Committee for Director of Center for Environmental and Rural Health, 2010

Working Group for Curricular Approval Processes. 2013-Present

Price-Waterhouse Committee on Administrative Processes 2013

Graduate Operations Council 2013-2016

Graduate Committee 2013-2015
2017-2019 American Civil Rights Investigative Team-Dean of Faculty Committee for investigating grievances against faculty. Participated in three investigations

2016-Present Member of Distance Ed Coordination Committee

2018-Present Co-Coordinator of Specific Aims Clinics with Office of Research Development

2019 Co-Coordinator of NIH Resubmission Clinic with Office of Research Development

2019 Member of the Learning Management System Advisory Committee

5. Outreach programs for college students –
   Spring 2010-Participated in Texas A&M Career Center Health Careers Symposium

J. Publications

Refereed Papers:


of Molecular Cardiology 38: 983-96.


Reviews


Book Chapters


Education


M.Ed. Elementary Education with specialization in Mathematics – Graduate of Lamar University, 1985.

B.S. Elementary Education with specialization in Mathematics – Graduate of Lamar University, 1983.

Certification


Mid-Management Certification, 1989.

Supervision Certification, 1989.


Elementary Self-contained Grades 1-8 Provisional, 1983.

Elementary Mathematics Grades 1-8, 1983.

Experience

• Texas A&M University College of Medicine
  Clinical Assistant Professor
  Education Specialist
  March 2013 - present

• Round Rock Independent School District
  Supervisor for Professional Development

• Port Neches Groves Independent School District
  Director of Special Programs, 2008 – 2011
  Principal, 1996 – 2008
  Teacher, 1984 - 1996

Presentations

• Planning for Instruction
  COM FOM I Faculty
  June 11 and July 11, 2019

• Peer Observation of Teaching
  COM Academy of Distinguished Medical Educators
  January 15, 2019
• *Clinical Teaching Models*  
  TAM COM Faculty, Temple VA  
  June 7, 2018

• *How to Actively Engage Learners in the Clinical Setting*  
  TAMHSC Pathology Faculty, Temple  
  September 17, 2016

• *How to Actively Engage Learners in the Clinical Setting*  
  Family Medicine Residency Program, Sugar Land  
  September 15, 2016

• *Teaching and Providing Feedback in the Clinical Environment*  
  Driscoll Children’s Hospital, Corpus Christi  
  April 30, 2016

• *Feedback and Formative Assessment: What’s the Fit?*  
  TAMHSC Pathology Faculty, Temple  
  September 12, 2015

• *Providing Effective Feedback in the Clinical Setting*  
  Round Rock Faculty Development Consortium, Austin  
  April 29, 2015

• *Designing and Delivering Dynamic Didactic Sessions*  
  January 15, 2015

• *Flipping the Classroom*  
  Family Medicine Residency Program, Sugar Land

• *Active Learning Strategies*  
  September 20, 2014

• *Providing Effective Feedback in the Clinical Setting*  
  TAMHSC Pathology Faculty, Temple

• *Active Learning Strategies II: Engaging the Millennial Learner*  
  Education Grand Rounds, TAMHSC COM Faculty, Temple  
  September 10, 2014

• *Active Learning Strategies, Part I*  
  Education Grand Rounds, TAMHSC COM Faculty, Temple  
  April 9, 2014

• *Writing Effective Test Questions*  
  TAMHSC COM Faculty, Temple  
  February 19, 2014

• *The Flipped Classroom*  
  Holy Trinity Catholic High School PK-12 Faculty, Temple  
  February 17, 2014

• *Creating an Educator Portfolio*  
  Garland Family Medicine, Richardson  
  October 10, 2013

• *Giving Effective Feedback in the Reading Room...and Beyond!*  
  Baylor University Medical Center Radiology Faculty, Dallas  
  May 17, 2013

• *Developing an Effective Narrative Evaluation*  
  Texas A&M Health Science Center Surgery Faculty, Round Rock  
  May 8, 2013
• *Special Education and RtI: An Overview*  
  Lamar University Student Teacher Professional Seminar  
  March 2010  
  October 2009  

• *What to Expect in the Interview Process*  
  Lamar University Student Teacher Professional Seminar  
  November 2002, April 2003, February 2004  

### Teaching Experience

• EDHP 500/630  
  Fall 2019  
  Fall 2018  
  Fall 2017  
  Fall 2016  
  Fall 2015  

• EDHP 501 Curriculum Design  
  Spring 2015  
  Spring 2014  

• EDHP 633 Teaching Strategies for Health Care Professionals  
  Fall 2019  

• EDHP 504/634 Teaching Practicum  
  Summer 2019  
  Spring 2019  
  Spring 2018  
  Fall 2014  

• EDHP 520 Advanced Innovative Teaching Strategies  
  Spring 2016  
  Summer 2014  

• EDHP 685 Directed Studies  
  Spring 2018  

### Professional Development

• MEPOs Part 2: What’s Happening with the MEPOs Now?  
  October 30, 2019  

• Unconscious Bias: Who is this For?  
  September 11, 2019  

• Learning Engagement in Practice  
  August 9, 2019  

• We’re In It Together: #WomenInMedicine and #HeForShe  
  May 30, 2019  

• Promoting a Safe, Just, and Fair Workplace: Beyond Harassment  
  February 27, 2019  

• Teaching in the Ambulatory Clinic  
  January 24, 2019  

• Exploring Self-Directed Learning in Undergraduate Medical Education  
  November 7, 2018  

• Creating Self-Directed Learning Experiences in Medical Education – A  
  November 7, 2018
### Hands-On Workshop
- **Pursuing Professionalism for a Culture of Safety or Respect and Cup of Coffee Messenger Peer Training Interactive Session**  
  September 21, 2018
- **Defining New Learning Outcomes for Medical Students: What are the MEPOs?**  
  September 13, 2018
- **Professionalism and the Learning Environment**  
  August 20, 2018
- **Self-Compassion and Buoyancy: Innovative Ways to Help Medical Students and Residents Thrive and Avoid Burnout**  
  May 9, 2018
- **Facilitating Small Groups**  
  February 1, 2018
- **Mentoring Matters: Evidence, Experience, and Enhancement**  
  October 18, 2017
- **Active Learning Tools Used in Medical Education**  
  May 17, 2017
- **Are you an ET? Effective Teaching = Effective Learning**  
  February 24, 2017
- **Oh My STARS! Helping Students at Risk for Difficulty in Medical School**  
  December 2, 2016
- **What I Think is What I Think – or is it? Understanding Implicit Bias**  
  September 14, 2016
- **Aligning the Beginning and End: Instructional Design, Bloom’s Taxonomy and Backward Design**  
  March 3, 2016
- **Flip the Pimp: Pearls for Outstanding Bedside Teaching**  
  February 3, 2016
- **Student Centered Learning: What Works and What Doesn’t**  
  October 5, 2015
- **Linking Basic Science Knowledge to Clinical Application: Course and Curriculum Design**  
  September 30, 2015
- **Creating a Professional and Scholarly Community with Social Media**  
  September 8, 2015
- **Is Peer Evaluation for Me?**  
  September 3, 2014
- **Increasing Your Scholarly Activity in Medical Education: Making It Count Twice**  
  May 2, 2014
- **Team-Based Learning Module Development**  
  April 10, 2014
- **Quality Matters**  
  January 13-14, 2014
- **Research Design and Development**  
  December 4, 2013
- **Flipped Classroom 101: An Introduction to Flipped Teaching**  
  October 16, 2013

### Service
- **CME Advisory Committee, Texas A&M College of Medicine**  
  Currently
- **Chair, Texas State Organization Communication and Publicity**  
  Currently
Committee, Delta Kappa Gamma Society International

- Area 7 Coordinator, Texas State Organization, Delta Kappa Gamma Society International 2017-2019
- Planning Committee for Round Rock Faculty Development Consortium 2017 – 2018
- Round Rock Faculty Development Consortium Facilitator 2015 – 2019
- SGEA Moderator/Volunteer 2016

Affiliations/Memberships

- The Delta Kappa Gamma Society International for Key Women Educators 1987 - present
- Association for Supervision and Curriculum Development (ASCD) 1996 – 2012
- Texas Elementary Principals and Supervisors Association (TEPSA) 1996 – 2011
- Texas Council of Administrators of Special Education (TCASE) 2008-2011

Awards and Honors

- District 5 TEPSAN of the Year 2008
- Phi Kappa Phi Honor Society 2003
- Texas PTA Life Membership 2002
Lavern J. Holyfield, D.D.S.
Office of Academic Affairs/Department of Comprehensive Dentistry
Texas A&M University College of Dentistry
L.Holyfield@tamhsc.edu

EDUCATION

Baylor College of Dentistry, Dallas, Texas
Doctor of Dental Surgery, General Dentistry, June 1977

Grambling State University, Grambling, Louisiana
Bachelor of Art, Biology (summa cum laude), May 1974

EMPLOYMENT

Texas A&M University College of Dentistry (COD; formerly Baylor College of Dentistry), Dallas, Texas
• Clinical Professor, Department of Comprehensive Dentistry; Assistant Dean for Diversity and Faculty Development Office of Academic Affairs, September 2019 - Present
• Clinical Associate Professor, Department of Comprehensive Dentistry; Assistant Dean for Diversity and Faculty Development Office of Academic Affairs, February – August 2019
• Clinical Associate Professor, Department of Restorative Sciences, and Director of Diversity and Faculty Development, Office of Academic Affairs, 2017 - January 2019
• Clinical Associate Professor, Department of Restorative Sciences, and Director of Faculty Development, Office of Academic Affairs, 2010 - 2017
• Assistant Professor Department of Public Health Sciences and Director of Faculty Development, Office of Academic Affairs, 2005 - 2010
• Assistant Professor, Departments of Public Health and Diagnostic Sciences, 2001 - 2005
• Assistant Professor, Department of Public Health Sciences, 1998 - 2001 - 2005
• Adjunct Clinical Assistant Professor, Department Community Health and Preventive Dentistry, 1988 -1992
• Assistant Clinical Professor, Operative Dentistry Department (20% FTE) 1983 – 1986, Dallas

Texas A&M College of Medicine, College Station, Texas
• Co-Director, Course Director, Education for Health Professionals Program, 2012 to Present

Professional Experience
• Sole Proprietor, General Dentistry, Private Practice, Dallas, Texas 1977-2003

ADDITIONAL TRAINING EXPERIENCE

American Dental Education Association (ADEA), Washington, DC
• ADEA Leadership Institute (2007-2008)
• ADEA/AAL Institute for Teaching and Learning (2006)

Federation of Associations of Schools of the Health Professions (FASHP) Cultural Competency Training Program. Fairfax, VA (2007)

Evidence-based Dentistry. Texas A&M University College of Dentistry, Dallas, TX (2009)
Grants Funded

Cultural Competence:

*Bridge to Dentistry: Awareness to practicing/teaching/research.* Health Resources and Services Administration (HRSA), $667,702; 2017-2022 (Co-Investigator)

*Bridge to Dentistry: Awareness to practicing/teaching/research.* HRSA D34 HP24458; $699,175; 2012-2017. (Co-Investigator)


Educational:

*Teaching, Evaluating and Applying Critical Thinking in Healthcare (TEAC+H).* TAMHSC Office of the Vice President for Academic CARE Innovative iNstruction Grant, $9,200; 2014-2015 (PI)

*Clinicians Using Science to Produce Inspired Dentists (CUSPID).* Baylor Oral Health Foundation research education grant. National Institutes of Health/National Institute of Dental and Craniofacial Research (NIH/NIDCR) 1R25 DE018883, 2008-2013; $2,315,713. (Steering Committee)

*Teaching Scholars Program.* TAMHSC Office of the Vice President of Academic Affairs, Sept. 1, 2007 – August 31, 2009. $40,000 (PI)

Tobacco Prevention:

Cancer Prevention and Research Institute of Texas (formerly Texas Cancer Council):

- *Comprehensive Tobacco Prevention Network,* $ 203,244:  Sept. 1, 2009 – August 31, 2010 (PI)

- *Spit Tobacco Prevention Network,* $200,000: Sept. 1, 1999 – August 31, 2000 (PI)

  Renewals:
  - Year 1: $200,000: Sept. 1, 2000 – August 31, 2001(PI)
  - Year 2: $100,000: Sept. 1, 2001 – August 31, 2002 (PI)
  - Year 4: $ 95,950: Sept. 1, 2003 - August 31, 2004 (PI)
  - Year 5: $146,000: Sept. 1, 2004 - August 31, 2005 (PI)
  - Year 6: $146,000: Sept. 1, 2005 - August 31, 2006 (PI)
  - Year 7: $146,000: Sept. 1, 2006 - August 31, 2007 (PI)
  - Year 8: $146,000: Sept. 1, 2007 - August 31, 2008 (PI)
  - Year 9: $146,000: Sept. 1, 2008 - August 31, 2009 (PI)

Translating Dental Student Tobacco Education, National Institute of Dento-Cranial Research, $1,000,000: Sept. 1, 2003 – Aug. 31, 2008. (Co-investigator)
Barriers to Oral Health Care among Texas Minorities, Texas Department of Health/Centers for Disease Control, $5,000: June, 2003. (PI)

Oral Health America/Robert Wood Johnson
• National Spit Tobacco Education Program, $29,000 January 1, 1999–December 31, 1999 (PI)
  Renewals:
• National Spit Tobacco Education Program, $29,000 January 1, 2000 – December 31, 2000 (PI)
• National Spit Tobacco Education Program, $32,500 January 1, 2001 – December 31, 2001 (PI)
• National Spit Tobacco Education Program, $32,500 January 1, 2002 – December 31, 2002 (PI)

Spit Tobacco Prevention Network, Texas A&M University Health Science Center Tobacco Task Force, $50,000: September 1, 2001 – August 2003 (PI)


Research Mentoring
Served as summer research mentor to Rhadika Wadwha (D-2 Student): “Dental Office Tobacco Intervention Practices” (2008)
Served as summer research mentor to Melissa Geshay (D-2 student): “Survey of Dental Insurance Providers’ Policies on Tobacco Cessation Coverage” (2005)
Served as summer research mentor to Sonia Cartwright (D-2 student): “The Smoke-free Ordinance: Influence on Smokeless Tobacco Use” (2003)

Graduate Advisor, Education for Healthcare Professions Program:
Amanda Muns, DDS. Thesis: Student Self-Assessment through E4D CAD/CAM Compare in the D2 Preclinical Fixed Prosthodontics Course (2016); Graduate Committee Chair
Abrefi Asare, DDS: Dental Crisis in America-Access to Dental Care (2017); Graduate Committee Member

PUBLICATIONS
Refereed


Holyfield L, Bolin K, Rankin K, Shulman J, Jones D, Eden B. Use of computer technology to modify objective structured clinical examinations. Journal of Dental Education. (October, 2005)

Holyfield, L. “Spit Tobacco: Content, Nicotine Delivery, Health Effects, & Cessation.” Texas Dental Journal, (June, 2005 pp. 536-545)

Non Refereed
Holyfield L. "Anti-spit tobacco effort seeks physician volunteers" Texas Medicine (January, 2001 p. 29)


ABSTRACTS/POSTERS (PRESENTATIONS*)

Holyfield L, Bolin K, Rankin K, Shulman J, Jones D, and Eden B. Use of Computer Technology to Modify Objective Structured Clinical Examinations. American Dental Education Association Annual Session and Exhibition (Baltimore, 2005)


McGowan J and **Holyfield L. Inter-professional collaboration against spit tobacco.** 11th World Conference on Tobacco or Health, Session P0425 (Chicago, 2000)*.

**Holyfield L, Jones D, Rankin K, and Shulman J. Communities Against Spit Tobacco: A Model for Community Based Spit Tobacco Intervention.** CDC Odyssey 2001 Conference. (Atlanta, 2001)


Rankin KV, Jones DL, and **Holyfield L. Collaborative program for smokeless tobacco education and prevention.** Center for Disease Control, 14th National Conference on Chronic Disease Prevention and Control. (Dallas, 1999).

**PRESENTATIONS**


*An Assessment of the Current Landscape of Underrepresented Minority Leadership in Dental Education* (Panelist). ADEA Minority Affairs Advisory Committee Presentation: ADEA Annual Meeting (Seattle, WA 2013)

*Setting the Standard for Diversity in Accreditation* (Facilitator). ADEA Diversity Workshop (Chicago, 2016)

*Breaking a Tie that Binds: Tobacco Prevention and Cessation Workshop (for ministers and leaders of the faith community)*. (Dallas, Nov. 2009)

*Case Based Learning.* TAMHSCBCD Annual Faculty Retreat, “Principles of Test Construction: Testing and Measurements” (Dallas, TX 2007)

*Tobacco Facts – From Discovery to Cure.* Hendrick Medical Center, Abilene, Texas; August 2006.

*Dentist Saves Patient’s Life! Early Oral Cancer Detection and Tobacco Use Cessation.* Yankee Dental Congress (Boston, MA 2005).

*Dentist Saves Patient’s Life! Early Oral Cancer Detection and Tobacco Use Cessation.* University of California at San Francisco (2005)

*Tobacco Use and Health Effects.* STOPN Nicotine Cessation Conference (Lubbock, TX 2005)
Pharmacotherapy (for Tobacco Use). STOPN Nicotine Cessation Conference (Lubbock, TX 2005

Diversity Training Workshops (for entering students). University of Mississippi Dental School, (Jackson, MS 2003 - 2005)

Nicotine Dependence: Prevention and Treatment Strategies for the Dental Health Professional, presented at the National Dental Hygienists’ Association Annual Convention (Dallas, 2002)

Addressing the Demands of Tobacco Control: A Mutually Beneficial Concept. Gulf State Dental Association Annual Meeting (Galveston, 2001)


OTHER SCHOLARLY ACTIVITY

Study Section, Peer Panel, Special Emphasis Panel - Grant reviewer for Dallas County Health and Human Services Ryan White Titles I and II and HOPWA proposals for the Texas Department of Health State Service Grants; 2000 and 2002

Faculty Diversity Toolkit Work Group (Contributor). ADEA (Washington DC 2018)

Developed online cultural competence training program for faculty, based on Think Cultural Health Training for Oral Health Professionals (2017)

Director, Center of Excellence Faculty Mentoring Initiative, the HRSA-funded program to enhance success of minority faculty (2017-present)

Creator/Director, Faculty Development and Career Development Program, a COD mentoring project for new full time faculty (2015 – present)

Advisor, ADEA Summer Program for Emerging Academic Leaders. (Kennebunkport, ME 2013)


Lead developer, COD Faculty Mentoring Program (2002)

Established the Faculty Development and Networking Series to enhance teaching, research, and pedagogical skills among COD faculty (2006)

Developed an educational video “The Habit that Saved My Life: The Warren Thigpen Story” which provides information on oral cancer and other hazards of spit tobacco use.
Developed online faculty training based on clinic manual protocols (2011)

Conducted cultural competence workshops for Summer Pre-Dental Enrichment Program (SPEP) students (2007 – 2011)

Co-facilitator, COD diversity workshops for D1 students (2002 - 2006)

Diversity Workshops. University of Mississippi Dental School (Jackson, MS 2003, 2004, 2005) Presenter, National African American Tobacco Education Network (NAATEN) Summit on measures to include dental professionals in tobacco control initiatives (Detroit, 2007)

**PROFESSIONAL AND SCHOLARLY SOCIETIES:**

American College of Dentists (Inducted, 2009)


**PROFESSIONAL MEMBERSHIPS/SERVICE:**

American Dental Education Association:
- Women in Leadership Special Interest Group, Inaugural Chair (2018 - Present)
- Women’s Liaison Officers, COD Representative (2017 – Present);
- Diversity and Inclusion Advisory Committee (formerly Minority Affairs Advisory Committee) Member (2015 – 2019)
- Member, selection committee for the 2009 ADEA/Crest Oral-B Scholarship for Dental; Hygiene Students Pursuing Academic Careers;
- COD Faculty Liaison, ADEA Commission on Change and Innovation in Dental Education (CCI). November 2006 – 2019

American Dental Association:
- Media Training Program (1995);

Dallas County Dental Society: member 1977-2011)
- Directors (1997- 2000)
- Chair, Access to Care Task Force (1999)
- Member, Health Committee (1995; 2001-2005)
- Member Strategic Planning Committee (2001- 2004);
- Registration Chair, Southwest Dental Conference at Dallas (2001
- Member, Task Force on Recruitment & Retention and Public Relations Committee,

Dental County Dental Foundation: Member, Board of Directors - (1999-2010)
M.C. Cooper Dental Society (1977-2008)
• Vice President (1988-89)
• Recording Secretary (1978-1979)

National Dental Association:
• Representative to the stakeholder committee of the National African American Tobacco Education Network (NAATEN) (2008 – 2010)
• Semi-Finalist, National Dental Association-GlaxoSmithKline Speakers Bureau and Spokespersons Development Program (2007)
• Chair of Souvenir Booklet Committee, 2002 National Convention

Texas Dental Association:
• Clinician Host – 2008 Annual Meeting
• Alternate Delegate to TDA (2001 – 2003)

Oral Health America:
• Member, nominations committee for Annual Bill Tuttle Award (2001)
• Tobacco Education Consultant (1999-2003)

National African American Tobacco Education Network (NAATEN)
• Member, Stakeholder Committee (2008 - 2010)
• Planning Committee Member, National Summit on Smokeless and Spit Tobacco (2009)

Texas Cancer Council
• Tobacco Action Plan Advisory Committee (2007-2010)
• Consultant, Troy Aikman Anti-Spit Tobacco Public Awareness Campaign (September, 1999)

American Cancer Society: Member, Tobacco Control Committee (2002 - 2007)

Dallas Tobacco Education Coalition: Founding Chairperson, (1999-2001)

**PARTICIPATION IN HEALTH RELATED ORGANIZATIONS AND AGENCIES**

Service:
Duncanville Independent School District (Duncanville, TX): School Health Advisory Committee (2008 – 2011 (Secretary, 2010 – 2011)

Stork’s Nest Charity Fund of Dallas: Dental Health Advisor (2001-2015); Developed oral health education curriculum for other pre-natal education program

Advice, consultations, health education:

Presented tobacco education program for North Texas Hygiene Association (Richardson, TX November 2003)

Provided spit tobacco education for staff members of the Texas Department of Health’s Office of Tobacco and Control (Dallas, TX 2000)
Developed and implemented training workshop in tobacco prevention workshop, The Tie That Binds, to African American Ministers and Church Laymen (Dallas, TX 2009-2010)

Developed and disseminated tobacco education PSA’s detailing the health and economic impact of tobacco use at five churches in the Southern Sector of Dallas (2009-2010)

Health Events (health fairs, e.g.) of benefit to the community:
Kwanzaa Fest – conducted oral health screenings for attendees (Dallas, TX 2009)

Student National Dental Association, COD Chapter: Oral Cancer Screening Event, Concord Church – provided oversight of patient screening by SNDA students (Dallas, TX 2009)

Concord Missionary Baptist Church - Community Health Fair - provided dental screening and patient education (Dallas, TX 2000, 2003, 2006, 2009, 2010);

Kwanzaa Fest – provided oral screenings (Dallas, TX 2007)

Texas Mission of Mercy - provided clinical dental services (Dallas, 2004)

Stork’s Nest Charity Fund of Dallas - Community Family Fair (2001) provided tobacco education.

COD/Southwest Dental Conference Children’s Sealant Program - provided clinical dental services (March, 1999)

For Sisters Only Health Fair - provided dental screening and patient education for African Americans (Dallas, TX 1999)

**INSTITUTIONAL SERVICE/LEADERSHIP**

**Texas A&M University**
Search Committee for Dean of Faculties (2018)
Diversity Operations Committee, Member (2017 – Present)

**Texas A&M Health Science Center (HSC)**
HSC Executive Committee, Diversity Chair (2018-2019)
Academic Professional Track Faculty Committee (2015 -2017)
HSC Diversity Leadership Team (2014 – Present);
Inter-professional Education Committee (2013-2018]
International Education Scholarship Committee (2011 - 2016)
Search Committee for Dean, School of Rural Public Health (2008-2009)
HSC Faculty Development Workshop Planning Committee (2008-2009)

Member, HSC Tobacco Task Force (2000)

**Texas A &M University College of Dentistry:**
CODA Self Study, Steering Committee (2017 - 2018)

Committee on Inclusion, Diversity, Equity and Access, Chair (2017 – Present)

Faculty Conduct Review Committee, Chair (2011 - present)

Faculty Development Committee (2001-2003); Co-chair (2001-2002); Chair (2002-present)

Committee on Committees (2007-2009)

Admissions Committee, Member (2001-2004)

Clinical Affairs Committee (2003-2007)

Centennial Celebration Planning Committee (2004-2005)

Strategic Planning Task Force (2005)

Cultural Competency Education Task Force (2007 - present)

Welcoming Diversity Committee (2000-2008)

Member, TAMHSCBCD–Quality Enhancement Plan (QEP) Committee for Southern Association of Colleges and Schools (SACS) compliance (2011)

Oversight of Website Review Committee - responsible for oversight of website updates (2011)

Ad hoc Committee Member, CODA Standard 3 – Faculty & Staff (2010 – 2011)

Faculty Code of Conduct Task Force, Chair - charged with development of a document that describes the professional responsibilities, ethical principles that guide the behavior of faculty at BCD. (2010 – 2011)

R25 (C.U.S.P.I.D.) Steering Committee (2008 – present); Chair, Clinical Colloquium Committee

Member, R25 Sub-Committee on Clinical Colloquiums (2008 – present; appointed chair, 2011)

Peer Review of Teaching - Task Force Chair; lead in development and implementation of the faculty peer review process, reviewer (2005 - present)
New Faculty Orientation (NFO) - Task Force Chair; lead in development of NFO initiative and electronic faculty manual; plan and implement regular orientation sessions for new faculty (2005 - present); provide regular updates to manual

New Faculty Orientation, Program Chair; (2005 - present) – proposed and developed program

Strategic Planning Task Force (2005)

Ad hoc Committee Member, CODA Standard 3 – Faculty & Staff (2003-2004)

Distinguished Alumni Awards Committee (2002)

**COMMUNITY OUTREACH/PATIENT CARE**

School-related patient care  
Provided dental care for residents of the Dallas County Juvenile Detention Center, one day per week (2001 – 2004; 2007- 2010).


Outreach programs: career counseling, recruitment, mentoring, cultural competence training  
Provided career counseling in dental health professions as career awareness coordinator for the Summer Pre-dental Enrichment Program’s; TAMHSC Baylor College of Dentistry (1999, 2000, 2002 – 2008)

Guest Appearances on Channel 8 (Dallas) and other local TV stations in Nacogdoches, Corpus Christi, El Paso (2001); provided information on harmful effects of spit tobacco use.

TAMHSCBCD Post Baccalaureate Program (2008 – Present) – Career awareness & cultural competence presentations

COD Summer Pre-Dental Enrichment Program (2000 – Present) – Career awareness & cultural competence presentations

**AWARDS/FELLOWSHIPS**

ADEA/Gies Fellowship (2012)

Texas A&M/Baylor College of Dentistry Institutional Service Award (January 2012)

ADEA / GlaxoSmithKline / National Dental Association / Dr. Jeanne Sinkford Fellowship (March 2007)

**ANDRAGOGICAL EXPERIENCE (COURSES INTRODUCED OR RE-DESIGNED +)**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Role</th>
</tr>
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<tbody>
<tr>
<td>1998 - 2000</td>
<td>DDDS 8264</td>
<td>Clinical Oral Diagnosis</td>
<td>Faculty</td>
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<tr>
<td>1998 - 2005</td>
<td>DDDS 8004</td>
<td>Clinical Preventive Dentistry</td>
<td>Course Director</td>
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(CV)
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<tr>
<th>Year Range</th>
<th>Course Code</th>
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<th>Position</th>
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<tbody>
<tr>
<td>2002 - 2009</td>
<td>DDDS 6520</td>
<td>Epidemiology</td>
<td>Faculty</td>
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<tr>
<td>2002 - 2009</td>
<td>DH 3435</td>
<td>Health Promotion, Disease Prev.</td>
<td>Guest Lecturer</td>
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<tr>
<td>2003 - 2006</td>
<td>DDDS 7300</td>
<td>Pre-Clinical Preventive +</td>
<td>Faculty</td>
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<tr>
<td>2004 - Present</td>
<td>DDDS 7080</td>
<td>Introduction to Clinic +</td>
<td>Faculty</td>
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<td>2006 - 2011</td>
<td>DDDS 9080</td>
<td>Community Dentistry Externship</td>
<td>Faculty</td>
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<tr>
<td>2007 - 2014</td>
<td>DDDS S020</td>
<td>Exploring Dental Academia+</td>
<td>Course Director</td>
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<tr>
<td>2008 - 2019</td>
<td>DDDS 6850</td>
<td>Cultural Comp in Dental Healthcare/Ed +</td>
<td>Course Director</td>
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<tr>
<td>2010 - 2016</td>
<td>HPE 5225</td>
<td>Teaching Skills for Health Professions Educators</td>
<td>Faculty</td>
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<td>2014 - Present</td>
<td>DDDS 9250</td>
<td>Managing Cultural Issues in Patient Care+</td>
<td>Course Director</td>
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<td>2014 - 2017</td>
<td>EDHP 503</td>
<td>Teaching Strategies+</td>
<td>Course Director</td>
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<td>2014 - 2016</td>
<td>EDHP 504</td>
<td>Teaching Practicum+</td>
<td>Course Director</td>
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<td>2015 - 2016</td>
<td>DDDS 7353</td>
<td>Removable Prosthodontics</td>
<td>Faculty</td>
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<td>2019 -</td>
<td>DDDS 611</td>
<td>Ethical Practice</td>
<td>Faculty</td>
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<td>2019 -</td>
<td>DDDS 612</td>
<td>Integrated Practice of Dentistry 1</td>
<td>Faculty</td>
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</table>
EDUCATION

Masters of Science in Education for Healthcare Professionals
Texas A&M University Health Science Center                    May 2018
College of Medicine

Doctor of Pharmacy
The University of Texas at Austin                    May 2010
High Honors

TRAINING

PGY-1 Pharmacy Practice Residency
East Alabama Medical Center/ Auburn University                        July 2010 to June 2011
Opelika, AL

PGY-2 Ambulatory Care Residency
Blackstock Family Health/ The University of Texas
Austin, TX                July 2011 to June 2012

PROFESSIONAL EXPERIENCE

Current Appointments

Clinical Assistant Professor
Texas A&M University Health Science Center
Irma Lerma Rangel College of Pharmacy
Department of Pharmacy Practice

Medication Therapy Management Coordinator
Texas A&M University Health Science Center
Irma Lerma Rangel College of Pharmacy

PGY-2 Internal Medicine Program Coordinator
Texas A&M University Health Science Center
Irma Lerma Rangel College of Pharmacy
Assistant Professor of Pharmacy Practice
Prior Appointments or Work Experience

Clinical Instructor
The University of Texas at Austin
July 2011 to June 2012

Adjunct Faculty
Auburn University
July 2010 to June 2011

Pharmacist
East Alabama Medical Center
July 2010 to June 2011

INSTRUCTIONAL EXPERIENCE

RESIDENCY

Baylor Scott and White PGY-1 Community Pharmacy
Site Director
July 2016 to present
Ambulatory Care Preceptor
May 2013 to present
- 2 residents each year

Academic Rotation Preceptor
July 2015 to present
- 2 residents each year

Research Rotation Preceptor
July 2015 to present
- 2 residents each year

Baylor Scott and White PGY-1 Pharmacy Practice Residency
Ambulatory Care/Academia Elective
July 2018 to present
- 1 resident

Academia Elective
July 2017 to present
- 1 resident

Ambulatory Care Preceptor
May 2013 to present
- 5 residents each year

STUDENT EXPERIENTIAL

APPE Student Preceptor
Ambulatory Care
Aug. 2012 to present
- 38 students
Scott and White Memorial Hospital
Texas A&M Health Science Center Irma Lerma Rangel College of Pharmacy

APPE Student Preceptor
Ambulatory Care
Blackstock Family Health
University of Texas at Austin College of Pharmacy
Aug. 2011 to June 2012

APPE Student Preceptor
July 2010 to June 2011
East Alabama Medical Center  
Auburn University Harrison School of Pharmacy

**DIDACTIC**

**Course Coordinator**
Texas A&M University Health Science Center  
Irma Lerma Rangel College of Pharmacy

- PHAR 672 Introduction to Patient Care  
  Fall 2018 to present
- PHAR 712 Integrated Pharmacotherapy III: Endocrine  
  Spring 2018 to present
- PHAR 671 Clinical Communications  
  Fall 2016
- PHAR 871 Pharmaceutical Care Lab  
  Spring 2015 to present
- PHAR 814 Integrated Pharmacotherapy Recitation/Rounds III  
  Fall 2014 to Fall 2016
- PHAR 715 Integrated Pharmacotherapy Recitation/Rounds II  
  Spring 2014 to Spring 2017

**Instructor**
Texas A&M University Health Science Center  
Irma Lerma Rangel College of Pharmacy

- PHAR 671 Clinical Communications  
  Fall 2012 to Fall 2016
- PHAR 672 Introduction to Patient Care  
  Fall 2012 to present
- PHAR 811 Integrated Pharmacotherapy VI  
  Fall 2012 to Fall 2015
- PHAR 814 Integrated Pharmacotherapy Recitation/Rounds III  
  Fall 2012 to Fall 2016
- PHAR 715 Integrated Pharmacotherapy Recitation/Rounds II  
  Spring 2013 to present
- PHAR 712 Integrated Pharmacotherapy III  
  Spring 2013 to present
- PHAR 714 Integrated Pharmacotherapy Recitation/Rounds I  
  Fall 2015 to present
- PHAR 871 Pharmaceutical Care Lab  
  Spring 2015 to present
- PHAR 656 Healthcare Systems  
  Fall 2016

University of Texas at Austin College of Pharmacy  
Pre-nursing students

- Introduction To Pharmacology  
  Spring 2012

Auburn University Harrison School of Pharmacy

- Contemporary Aspects Of Pharmacy Practice VI  
  Spring 2011

**Facilitator**
Texas A&M University Health Science Center  
Irma Lerma Rangel College of Pharmacy
• PHAR 671 Clinical Communications Fall 2012 to Fall 2017
• PHAR 814 Integrated Pharmacotherapy Recitation/Rounds III Fall 2012 to present
• PHAR 715 Integrated Pharmacotherapy Recitation/Rounds II Spring 2013 to present
• PHAR 714 Integrated Pharmacotherapy Recitation/Rounds I Fall 2013 to present
• PHAR 871 Pharmaceutical Care Lab Spring 2015 to present

Texas A&M University Health Science Center Fall 2016 to present
College of Medicine
• Humanities, Ethics, Altruism, and Leadership III
• IPE Round Robin

The University of Texas at Austin College of Pharmacy
• Nonprescription Pharmacotherapeutics Spring 2012
• Advanced Pharmacotherapeutics Lab Spring 2012
• Patient Assessment Skills Lab Fall 2011

Auburn University
• Contemporary Aspects of Pharmacy Practice II Fall 2010
• Contemporary Aspects of Pharmacy Practice V Fall 2010
• Contemporary Aspects of Pharmacy Practice VI Spring 2011

Training Programs

Instructor
Sexual Assault Nurse Examiners Training Online Program
Texas A&M University Health Science Center College of Nursing
• Emergency Contraception: Uses and Controversies June 2018

Teaching Professional Development:

• AACP Annual Meeting 2019, Chicago, IL, July 2019
  o Teacher’s Seminar
• Transformational Teaching and Learning Conference, College Station, TX, May 2019
• AACP Annual Meeting 2018, Boston, MA, July 2018
  o Teacher’s Seminar
• Collaborating Across Borders IV Conference, 2017
• T3 Train the Trainer Interprofessional Faculty Development Program, 2017
• AACP’s Curricular Mapping in Experiential Education Webinar, 2017
• AACP’s Incorporation of the PPCP in the Pharmacy Lab Webinar, 2017
• AACP Annual Meeting 2016, Anaheim, CA, July 2016
  o Teacher’s Seminar
Superior Multiple Choice Exam Item Construction and Analysis ... Made Easy Workshop Presented by TAMHSC TLRC; April 2015
The Teaching Professor Conference 2015, Atlanta, GA; May 2015
Active Learning Strategies; Presented by TAMHSC TLRC; April 2014
Motivating Students to Learn; Presented by TAMHSC TLRC; April 2014
Writing Meaningful Learning Objectives; Presented by TAMHSC TLRC; May 2014
AACP Annual Meeting 2014, Dallas, TX; July 2014
  o Teacher’s Seminar
AACP Annual Meeting 2013, Chicago, Illinois; July 2013
  o Teacher’s Seminar

PROFESSIONAL ACTIVITIES:

PUBLICATIONS

Peer-Reviewed Journals

- Evans C, Getchell, K, & Ivy D. Low dose vitamin K supplementation in patients using vitamin K antagonists: a literature review of a clinical controversy. Published online in Journal of Pharmacy Practice June 2017

Non-Peer-Reviewed Journals


Peer-reviewed Book Chapters


Peer-Reviewed Abstracts
• Chen L, Yu S, Liao, I, Ivy, D, & Cryar K. Metabolic Outcomes for Type 2 Diabetes Patients on New Anti-Diabetes Classes Compared with Those on Traditional Classes in Central Texas. Academy of Managed Care Nexus Meeting 2017; Dallas, TX; October 2017
  o Awarded Gold Ribbon
• Yu S, Liao I, Godley P, Ivy, D, Bell, K, Hardisty J, & Cryar, K. Healthcare Resource Costs and Utilization for Type 2 Diabetes Patients on New Anti-diabetic Classes Compared to Traditional Classes in Central Texas. Academy of Managed Care Annual Meeting 2017; Denver, CO; March 2017

ONGOING RESEARCH:

• Gestational Diabetes and Medications, Co-researcher: Heather Hay, Pharm.D., July 2018 to present
• Emergency Contraception and Fear Conditioning after Sexual Assault, Co-Researcher: Nancy Downing, Sept. 2017 to present
• Effect Of Visit Frequency Of Pharmacist-Led Medication Management Program (MMP) Visits On Diabetes Clinical Outcomes, Co-researchers: Amy Frederick, Pharm.D., Joyce Juan, Pharm.D. Aug. 2015 to present

INVITED LECTURES

Diabetes Medications: Insulin Selection July 2019
Santa Fe Family Medicine
Presented to medical residents
Temple, TX

Leadership in Healthcare July 2018, July 2019
ASPIR2E Program
Presented to incoming P1 students

Diabetes Awareness Event: Clinical Experts Panel Nov. 2017
Brazos Valley Council of Governments
Presented to patients, caregivers, and healthcare professionals

Diabetes Medications and Administration Oct. 2017
Santa Fe Family Medicine
Diabetes Group visit
Presented to patients
Temple, TX

Ambulatory Care: A day in the life Nov. 2017
SSHP Ambulatory Care Committee
Presented to pharmacy students
College Station, TX and Kingsville, TX

Double Dipping: Work smarter not harder when building your IPE curriculum
Collaborating Across Borders VI
Banff, Alberta, Canada
Oct. 2017

Insulin Prescribing and Administration
Santa Fe Family Medicine
Presented to medical residents
Temple, TX
Sept. 2017

Pharmacists’ Patient Care Process: Incorporating it into Practice
Scott and White Medical Center
PGY-1 Community Residency Preceptors and Residents
Temple, TX
Aug. 2017

Ambulatory Care: A day in the life
SSHP Ambulatory Care Committee
Presented to pharmacy students
College Station, TX and Kingsville, TX
Apr. 2017

Avoiding Burnout
CPFI Student Chapter Meeting
College Station, TX and Kingsville, TX
Feb. 2017

Drugs for Medical Management for Obesity: Pros and Cons
Santa Fe Family Medicine
Presented to medical residents
Aug. 2016

Preparing for APPE Rotations
APhA-ASP Student Chapter
Co-presented with Bella Mogaka Pharm.D., and Sandy Diec, Pharm.D.
College Station, TX
Feb. 2016

Insulin Therapy
Santa Fe Family Medicine
Presented to medical residents
Co-presented with Community Pharmacy residents
Dec. 2014

TSHP New Practitioner’s Section Visit
Texas A&M Rangel College of Pharmacy SSHP
Presented to pharmacy students
Oct. 2014

COPD and Asthma Therapeutics
Santa Fe Family Medicine
Presented to medical residents
Aug. 2014

Management of warfarin
Co-presented with Sebastian Perez, Pharm.D, BCPS
Santa Fe Family Medicine
Presented to medical residents
Feb. 2014
Treatment of Diabetes Mellitus                    Dec. 2013
Santa Fe Family Medicine
Presented to medical residents

Pharmacist’s Impact on Achieving Best Care (ABC) in Diabetes Apr. 2012
Alcalde XXV Southwest Leadership Conference
Dallas, TX

Oral Antidiabetic Drugs and the Incidence of Inpatient Hypoglycemia Apr. 2011
Southeastern Residency Conference
Athens, GA

CONTINUING EDUCATION

OTC Meds: An Update                           June 2019
8th Annual Gulf Coast Pharmacy Symposium
Presented to physicians, pharmacists, nurses, pharmacy technicians
Corpus Christi, TX

Diabetes Management: A Comparative Look at Insulin Sept. 2017
The University of Texas at Austin College of Pharmacy’s Pharmacy Practice Seminar
Austin, TX

Pharmacist’s Patient Care Process: an introduction May 2017
Course Director and Facilitator
College Station, TX

Medication Therapy Management Live Seminar Training May 2017
Co-presented with Heather Miller, Pharm.D
College Station, TX

Medication Therapy Management: Incorporating It Into Practice Feb. 2017
6th Annual Gulf Coast Pharmacy Symposium
Presented to physicians, pharmacists, nurses, pharmacy technicians
Corpus Christi, TX

Medication Therapy Management Live Seminar Training Jan. 2017
Co-presented with Heather Miller, Pharm.D
College Station, TX and Kingsville, TX

CME Presentation                           July 2016
Drugs for Medical Management for Obesity: Pros and Cons
35th Annual Internal Medicine Review for the Primary Care Provider
South Padre Island, TX
Medication Therapy Management Live Seminar Training  
Nov. 2015  
Co-presented with Heather Miller, Pharm.D., and Joan Everett-Houser, Pharm.D. 
College Station, TX

Getting a Patient Involved in Change Talk: Motivational Interviewing  
2015 TPA Conference & Expo  
The Woodlands, TX

Updates in Lipid and HTN Guidelines: What’s new and how does it change practice?  
Austin Area Society of Health-System Pharmacists  
Aug. 2014  
Presented to Pharmacists

Updates in Lipid and HTN Guidelines: What’s new and how does it change practice?  
Heart of Texas Society of Health-System Pharmacy  
May 2014  
Presented to Pharmacists

Hot Topics in Preceptor Development: Assessing, Mentoring, and Collaborating with Millennial Generation Pharmacy Students  
Apr. 2014  
Co-presented with Cathy Koo, Pharm.D, and Anna Brozick, Pharm.D.  
Temple, TX

Medication Therapy Management Live Seminar Training  
Mar. 2014  
Co-presented with Anna Brozick, Pharm.D., Heather Miller, Pharm.D., and Veronica Nieto, Pharm.D.  
Kingsville, TX

Case-Based Approach to Contraception  
October 2012  
Texas Women in Pharmacy Retreat  
Co-presented with Debra Lopez  
Galveston, TX

Top Ten Things to Remember in Your HIV Patients  
July 2012  
Texas Pharmacy Association Conference and Expo  
Co-presented with Debra Lopez  
The Woodlands, TX

Breaking News in Osteoporosis  
July 2012  
Texas Pharmacy Association Conference and Expo  
Co-presented with Debra Lopez  
The Woodlands, TX

FACULTY DEVELOPMENT

Competency Based Education and EPAs in Pharmacy Education: May 2018  
Self-directed Learning; May 2019  
Authentic Assessment; co presented with Heather Hay May 2019  
Benefits of active learning; co presented with Sandy Diec Mar 2019
PLATFORM PRESENTATIONS

Platform Presentation
Pharmacist’s Impact on Achieving Best Care (ABC) in Diabetes
Alcalde XXV Southwest Leadership Conference
Dallas, TX

Platform Presentation
Oral Antidiabetic Drugs and the Incidence of Inpatient Hypoglycemia
Southeastern Residency Conference
Athens, GA

POSTER PRESENTATIONS

• Conson M, Li D, Kim N, Yasuda M, Diec S, Ivy D, & Godley P. Characteristics Associated With Overutilization Of Antibiotics In An Outpatient Setting For Adult Acute Bronchitis (Aab) In Central Texas. Baylor Scott and White Research Day; April 2019; Temple, TX

• Noorali B, Perez S, Ivy D, & Farris C. Evaluation of clinical inertia and follow-up in poorly controlled diabetics. Baylor Scott and White Research Day; April 2019; Temple, TX

• Li D, Kim N, Yasuda M, Diec S, Ivy D, & Godley P. Clinical outcomes associated with inappropriate antibiotic prescribing in uncomplicated adult acute bronchitis in the outpatient setting. Baylor Scott and White Research Day; April 2019; Temple, TX.

• Conson M, Li D, Kim N, Yasuda M, Diec S, Ivy D, & Godley P. Characteristics Associated With Overutilization Of Antibiotics In An Outpatient Setting For Adult Acute Bronchitis (Aab) In Central Texas. ASHP Midyear Meeting; December 2018, Anaheim, CA.

• Noorali B, Perez S, Ivy D, & Farris C. Evaluation of clinical inertia and follow-up in poorly controlled diabetics. ASHP Midyear Meeting; December 2018, Anaheim, CA.

• Li D, Kim N, Yasuda M, Diec S, Ivy D, & Godley P. Clinical outcomes associated with inappropriate antibiotic prescribing in uncomplicated adult acute bronchitis in the outpatient setting. ASHP Midyear Meeting; December 2018, Anaheim, CA.

• Mike A, Ivy D, Farris C, Diec S, Yi E. Clinical pharmacy from the perspective of the pharmacist. Baylor Scott and White Research Day; April 2018; Temple, TX
• Qureshi S, Farris C, Perez S, Ivy D. Relationship of major bleeding and interaction between direct oral anticoagulants and major CYP3A4 or P-gp inhibitors. Baylor Scott and White Research Day; April 2018; Temple, TX

• Ly Dao, Ivy D, Diec S, & Pineda E. Anticoagulation clinic monitoring of direct oral anticoagulant patients and effects on clinical outcomes. Baylor Scott and White Research Day; April 2018; Temple, TX

• Ehrenfeld H, Ivy D, Roberts M, Nguyen A, Chen L, & Sorunke B. Effect of daily low-dose vitamin K supplementation on international normalized ratio stability in patients taking warfarin. Baylor Scott and White Research Day; April 2018; Temple, TX

• Mike A, Ivy, D, Farris C, Diec S, Yi E. Clinical pharmacy from the perspective of the pharmacist. ASHP Midyear Clinical Meeting; Orlando, FL; Dec. 2017

• Qureshi S, Farris C, Perez S, Ivy D. Relationship of major bleeding and interaction between direct oral anticoagulants and major CYP3A4 or P-gp inhibitors. ASHP Midyear Clinical Meeting; Orlando, FL; Dec. 2017

• Ly Dao, Ivy D, Diec S, & Pineda E. Anticoagulation clinic monitoring of direct oral anticoagulant patients and effects on clinical outcomes [abstract]. ASHP Midyear Clinical Meeting; Orlando, FL; Dec. 2017

• Ehrenfeld H, Ivy D, Roberts M, Nguyen A, Chen L, & Sorunke B. Effect of daily low-dose vitamin K supplementation on international normalized ratio stability in patients taking warfarin. ASHP Midyear Clinical Meeting; Orlando, FL; Dec. 2017

• Yu S, Liao, I., Chen L, Godley P, Ivy, D., & Cryar K. Metabolic Outcomes for Type 2 Diabetes Patients on New Anti-Diabetes Classes Compared with Those on Traditional Classes in Central Texas. Academy of Managed Care Nexus Meeting 2017; Dallas, TX; October 2017

• Yu, S. Liao, I., Godley, P., Ivy, D., Bell, K., Hardisty, J., Cryar, K. Healthcare Resource Costs and Utilization for Type 2 Diabetes Patients on New Anti-diabetic Classes Compared to Traditional Classes in Central Texas. Academy of Managed Care Annual Meeting 2017; Denver, CO; March 2017

• Aparicio, V., Ivy, D., & Godley P. Analysis of drug therapy interventions by pharmacists during outpatient discharge visits at a family medicine clinic. ASHP Midyear Clinical Meeting; Las Vegas, NV; Dec. 2016

• McDonald, B., Farris, C., Ivy, D., & Perez, S. Retrospective Identification of Drug Therapy Problems in an Inpatient Heart Failure Population with Recent 30-day Readmission. ASHP Midyear Clinical Meeting; Las Vegas, NV; Dec. 2016
• Ibarra, A., Farris, C., Perez, S, & Ivy, D. Evaluation of inpatient management of supratherapeutic INR in warfarin patients. ASHP Midyear Clinical Meeting; Las Vegas, NV; Dec. 2016

• Diec, S., Juan, J., Ivy, D., Tabor, P., & Maldonado, Y. Evaluation of a mobile telehealth support for self-monitoring of blood glucose in primary care clinic patients with diabetes - a pilot study; ASHP Midyear Clinical Meeting; New Orleans, LA; Dec. 2015

• Frederick, A., Juan, J., Ivy, D., Tabor, P., & Maldonado, Y. Effect of visit frequency of pharmacist-led medication management program (MMP) visits on diabetes clinical outcomes; ASHP Midyear Clinical Meeting; New Orleans, LA; Dec. 2015

• Musgrove, R., Samuel, N., Tabor, P., & Ivy, D. Medication utilization review on U-500 insulin; TSHP Annual Seminar; Houston, TX; Apr. 2014

• Musgrove, R., Samuel, N., Tabor, P., & Ivy, D. Medication utilization review on U-500 insulin; ASHP Midyear Clinical Meeting; Orlando, FL; Dec. 2013

• Chilids-Kean L, Ivy D, Gonzales C, and McIntyre W. Development of a Tool to Evaluate Pharmacy Preceptors in the Clinical Setting: A Pilot Study; Texas Society of Allied Health Professionals Conference; San Marcos, TX; Sept. 2013

• Ivy, D., Lopez, D., Janiga, X. Barner, J., Pharmacist's Impact on Achieving Best Care (ABC) in Diabetes; Louis C. Littlefield Celebrating Pharmacy Research Excellence Day; Austin, TX; Apr. 2012

• Ivy, D., Lopez, D., Janiga, X. Barner, J., Pharmacist's Impact on Achieving Best Care (ABC) in Diabetes; TSHP Annual Seminar; Dallas, TX; Apr. 2012

• Ivy, D., Lopez, D., Janiga, X. Barner, J., Pharmacist's Impact on Achieving Best Care (ABC) in Diabetes; ASHP Midyear Clinical Meeting; New Orleans, LA; Dec. 2011

THESIS COMMITTEE

Pin Xiang, Pharm.D. Spring 2016 to present
Masters of Science in Health Outcomes and Pharmacy Practice Candidate
University of Texas at Austin
• Committee: James Wilson, PhD, Karen Rascati PhD, Paul Godley, Pharm.D., Delaney Ivy, Pharm.D.
• Predictive Modeling Pilot Project for Readmissions in Heart Failure Patients with Preserved Education Fraction.

Jenny Wong, Pharm.D. Spring 2016
Masters of Science in Health Outcomes and Pharmacy Practice Candidate
University of Texas at Austin

- Committee: James Wilson, PhD, Karen Rascati PhD, Paul Godley, Pharm.D., Delaney Ivy, Pharm.D.
- Evaluation of Glycemic Control and Medication Utilization Patterns in Patients with Type 2 Diabetes Mellitus on Sodium Glucose Cotransporter 2 Inhibitors Compared to Dipeptidyl Peptidase IV Inhibitors

NEWSLETTER EDITOR:
- Ly, D., Mike, A., & Ivy, D. Baylor Scott and White Health Physician Newsletter; June 2018
- Aparicio, V., Tran, T., & Ivy, D. Baylor Scott and White Health Physician Newsletter; June 2017
- Diec, S., Frederick, A., & Ivy, D. Baylor Scott and White Health Physician Newsletter; June 2016
- Gonzalez, R., Moore, K., & Ivy, D. Baylor Scott and White Health Physician Newsletter; Dec. 2014.

REVIEWER
- ACCP Student/Resident CV Reviewer Sept. 2018
- AACP Student and Resident Poster Judge July 2018
- TSHP 2019 Poster Competition Judge Mar. 2019
- AACP Research/Education and Trainee Poster Reviewer Mar. 2019
- APhA Contributed Papers Reviewer Nov. 2018
- AACP Student and Resident Poster Judge July 2018
- Manuscript review of American Journal of Pharmacy Education July 2018
- TSHP 2018 Poster Competition Judge Apr. 2018
- ACCP Mock Pharmacotherapy Exam Reviewer-OB/Gyn Jun. 2017
- TSHP 2017 Poster Competition Judge Apr. 2017
- AACP Abstract Reviewer Apr. 2017
- Manuscript review of Journal of Pharmacy Practice Feb. 2017
- Manuscript review of Journal of Pharmacy Technology July. 2015
- TSHP 2015 Poster Competition Judge Apr. 2015
- Manuscript review of Journal of Pharmacy Technology Apr. 2015
- Manuscript review for Annals of Pharmacotherapy May 2012

COMMITTEE ACTIVITY

Department of Pharmacy Practice
Department of Pharmacy Practice Faculty Search Committee    July 2015 to Aug. 2018
Chair                  Dec. 2017 to Aug. 2018
Pharmacist Patient Care Process Adhoc Committee  Aug. 2017 to Dec. 2017
Chair                Jan. 2017 to May 2017
Preceptor CE Planning Committee
Chair

College of Pharmacy
Preceptor Advisory-Temple Region  Aug. 2018 to present
Post-Graduate Advisory  Aug. 2018 to present
Faculty Development  Aug. 2018 to present
OSCE Advisory  Aug. 2018 to present
Interprofessional Education Committee  Aug. 2016 to present
Director of Clinical Programs Search Committee  Dec. 2015 to May 2016
Experiential Education Committee  Aug. 2015 to present
Instructional Venue Committee  Aug. 2015 to Aug. 2016
Curriculum Affairs Committee  Aug. 2014 to Aug. 2015; Aug. 2017 to present
Curriculum Subcommittee ACPE Self-Study  Apr. 2014 to Nov. 2015
Award, Honors and Scholarships Committee  Aug. 2012 to Aug. 2015

Texas A&M University Health Science Center
Education for Healthcare Professional Advisory Committee  June 2019 to present
  • Curriculum Subcommittee
  • Marketing Subcommittee
Train-the-trainer Interprofessional Group  Jan. 2015- May 2017

Texas A&M University
The Association of Former Students University-Level Distinguished Achievement Awards Committee
  • Sub-committee: Teaching

Residency
Texas A&M University PGY-2 Internal Medicine Residency Advisory Committee  Oct. 2016 to present
Baylor Scott and White PGY-1 Community Residency Advisory Committee  July 2016 to present

Local, State and National Committees
AACP Contining Professional Development PRN Scholarship Committee July 2019 to present
ACCP Ambulatory Care PRN Education Committee  Sept. 2018 to present
AACP Experiential Education Preceptor Development Task Force  Sept. 2018 to Aug. 2019
AACP Pharmacy Practice Programming Committee  Sept. 2018 to Aug. 2019
AACP COF Teaching Seminar Planning Committee  Sept. 2018 to Aug. 2019
TPA RXpert SDN Workgroup               Feb. 2016 to Aug. 2018
Scott and White Health Plan P&T Committee  Jan. 2016 to present
TPA MTM Education and Quality Workgroup  Apr. 2015 to Feb. 2015
TSHP Editorial Advisory Board  Nov. 2014 to July 2015
TSHP New Practitioner Section Executive Committee  Aug. 2013 to July 2015

MENTORSHIPS

Student

Christian Pharmacists Fellowship International Faculty Advisor  Oct. 2015 to present
Texas A&M Irma Lerma Rangel College of Pharmacy

APhA-ASP Faculty Advisor  Aug. 2015 to present
Texas A&M Irma Lerma Rangel College of Pharmacy

Texas A&M Irma Lerma Rangel College of Pharmacy
Mentees: Whitney Strong
         Hannah Hodges
         Kathryn Garcia

TSHP Student Mentor  Jan. 2015 to Dec. 2016

Faculty Student Advisor  Aug. 2013 to present
Texas A&M Irma Lerma Rangel College of Pharmacy

Residency

Academic Training Program Mentor  July 2018 to June 2019
Texas A&M College of Pharmacy
Mentees: Baneen Noorali, Pharm.D.
         Kayla Phillips, Pharm.D.
         Bryan Donald, Pharm.D.
         -Faculty position at University of Louisiana at Monroe

Resident Research Mentor  July 2017 to June 2018
Baylor Scott and White Healthcare
Mentees: Arika Mike, Pharm.D.
         Dao Ly, Pharm.D.
         Sana Qureshi, Pharm.D.
         Hannah Ehrenfeld, Pharm.D.
         Vicente Aparacio, Pharm.D.
         Alejandra Ibarra, Pharm.D.
Brette McDonald, Pharm.D.        July 2016 to June 2017
Tram Tran, Pharm.D.            July 2016 to June 2017
Sandy Diec, Pharm.D           July 2015 to June 2016
Amy Frederick, Pharm.D.       July 2015 to June 2016

Resident Pharmacotherapy Rounds Mentor       June 2015 to present
    Baylor Scott and White Healthcare
    Christy Evans, Pharm.D.

Community Pharmacy Residency Mentor       July 2014 to June 2015
    Baylor Scott and White Healthcare
    Mentee: Kim Evans, Pharm.D.

Faculty Mentorships

Distance Faculty Peer Advisor             Aug. 2014 to present
    Mentees: Bree Watzak, Pharm.D., BCPS
    Merlyn Joseph, Pharm.D.

MEMBERSHIPS:

- American Pharmacist Association        Aug. 2015 to present
- Heart of Texas Society of Health-System Pharmacy    Jul. 2014 Apr. 2017
- American Association of Colleges of Pharmacy        Aug. 2012 to present
    o Pharmacy Practice Section
    o Experiential Education Section
    o Assessment SIG
    o Curriculum SIG
    o Laboratory Instructors SIG
    o Technology in Pharmacy SIG
    o Women Faculty SIG
- Texas Pharmacy Association        Aug. 2011 to present
- American College of Clinical Pharmacy Nov. 2010 to present
    o Ambulatory Care PRN
    o Education and Training PRN
- American Society of Health-System Pharmacists Sept. 2007 to present
- Texas Society of Health System Pharmacists Sept. 2007 to present

PROFESSIONAL MEETINGS ATTENDED

- AACP Annual Meeting 2019, Chicago, IL
- 2019 Alcaldé Southwest Leadership Conference; Frisco, TX
- ASHP Midyear Clinical Meeting 2018, Anaheim, CA
- AACP Annual Meeting 2018, Boston, MA
• 2018 Alcáldé Southwest Leadership Conference; The Woodlands, TX
• ASHP Midyear Clinical Meeting 2017, Orlando, FL
• Collaborating Across Borders VI; Banff, Alberta, Canada
• 2017 Alcáldé Southwest Leadership Conference; Galveston, TX
• T3 Train-The-Trainer Interprofessional Faculty Development Program; Seattle, WA
• ASHP Midyear Clinical Meeting 2016, Las Vegas, NV
• AACP Annual Meeting 2016, Anaheim, CA
• 2016 Alcáldé Southwest Leadership Conference; Frisco, TX
• APHA 2016 Meeting and Exposition, Baltimore, MD
• TPA Conference & Expo 2015, The Woodlands, TX
• The Teaching Professor Conference 2015, Atlanta, GA
• ACCP Annual Meeting 2014, Austin, TX
• AACP Annual Meeting 2014, Grapevine, TX
• TSHP Annual Seminar 2014, Houston, TX
• AACP Annual Meeting 2013, Chicago, Illinois
• Texas Women in Pharmacy Retreat 2012, Galveston, Texas
• TPA RxPerts Conference and Expo 2012, The Woodlands, Texas
• TSHP Annual Seminar 2012, Dallas, TX
• Alcalde XXV Southwest Leadership Conference, Dallas, TX
• ASHP Midyear Clinical Meeting 2011, New Orleans, LA
• ASHP Midyear Clinical Meeting 2010, Anaheim, CA
• Alabama Health System Pharmacy Annual Meeting, October 22, 2010, Birmingham, AL
• ASHP Midyear Clinical Meeting 2009, Las Vegas, NV

COMMUNITY SERVICE ACTIVITIES

Drive-thru Flu Clinic Oct. 2017
  • Precepted students doing interprofessional flu clinic at College Station, TX.

Project Shine Nov. 2016; Apr. 2017; Nov. 2017
  • Precepted students doing service learning at Alamo, TX.

SNPHA Health Fair Apr. 2016; Apr 2017
  • Precepted students doing service learning at Kingsville, TX.

Epi-Pen Demonstration Oct. 2013
  • Precepted students doing service learning at First Baptist Church, Kingsville, TX.

University Health Services Immunization Clinic Oct. 2011
  • Provided flu immunizations to athletics, students, faculty and staff.

Mended Hearts Health Fair April 2011
• Screened patients for heart disease risk, recommended, and provided education to decrease risk.

OTHER SERVICE

APhA-ASP TPA Patient Counseling Judge  Apr. 2015; Apr. 2016; Apr. 2017

Texas A&M Irma Lerma Rangel College of Pharmacy

Moderator at TSHP Annual Seminar  Apr. 2014

CERTIFICATIONS:

• TEAMSTEPPS Train The Trainer  May 2019
• APhA Pharmacy-Based Immunization Delivery Trainer  Nov. 2017
• Certified Diabetes Educator  July 2015
• Education for Healthcare Professionals Certificate  May 2015
  o Texas A&M Health Science Center
• Board Certified Pharmacotherapy Specialist  Dec. 2012
• APhA Delivering Medication Therapy Management Trainer  Dec. 2012
• APhA Delivering Medication Therapy Management  Sept. 2012
• Diabetes Disease State Management Program Certificate  Nov. 2011
• LEADER Program  May 2012
  o University of Texas College of Pharmacy
• Teaching and Learning Curriculum Certificate  May 2012
  o University of Texas College of Pharmacy
• Texas State Pharmacy Preceptor  Aug. 2011 to present
• APhA Pharmacy-Based Immunization Delivery  Aug. 2011 to present
• CPR/BCLS  Feb. 2009 to present

LICENSURE

• Texas, August 2010
EDUCATION

Texas A&M University, College Station, Texas
Ph.D., Educational Psychology, 2001
Emphasis: Learning, Development, and Instruction

Texas A&M University, College Station, Texas
M.Ed., Curriculum and Instruction, 1992
Emphasis: Reading Instruction
Texas Certification: Professional Reading Specialist (Grades PK-12)

Sam Houston State University, Huntsville, Texas
B.A., Elementary Education, 1988
Texas Certification: Elementary Self-Contained (Grades 1-8); Elementary Reading (Grades 1-8)

PROFESSIONAL EXPERIENCE

Director of Faculty Development, Texas A&M University College of Medicine, 2015-Present

Assistant Director of Faculty Development, Office of Medical Education
Texas A&M Health Science Center, College of Medicine, 2012-2015

Clinical Assistant Professor, College of Medicine, 2013-Present
Courses taught: Teaching and Learning Theory; Advanced Innovative Teaching Strategies; Research Design and Analysis

Senior Project Director, School of Undergraduate Studies, The University of Texas at Austin, 2012
Research Project:
College Readiness Assignments Field Test
Funding agency: Texas Higher Education Coordinating Board

Project Director/Research Associate V/Senior Field Trainer Analyst, Vaughn Gross Center for Reading and Language Arts/Meadows Center for Preventing Educational Risk, The University of Texas at Austin, 2006-2012
Research Projects:
Scaling-up Effective Intervention for Preventing Reading Difficulties in Young Children Funding agency: U.S. Department of Education, Institute of Education Sciences
The National Evaluation of Reading Comprehension Interventions Funding agency: U.S. Department of Education, Institute of Education Sciences
Texas Center for Learning Disabilities, Project 2 Funding agency: National Institute of Child Health and Human Development (NICHD)
Translational Research/Professional Development Projects:

*College and Career Readiness Initiative: English/Language Arts Faculty Collaborative*, Funding agency: Texas Higher Education Coordinating Board

*Texas Adolescent Literacy Academies*

Funding agency: Texas Education Agency

*Texas Middle School Fluency Assessment*

Funding agency: Texas Education Agency

**Adjunct Instructor**, College of Education, Master of Education in Advanced Literacy Program, Concordia University, 2010-2011

Courses taught: Evaluation and Assessment of Literacy Needs; Emergent Literacy and Language Acquisition; Reading and Writing in the Content Areas; Reading and Literacy Programs; Literacy Improvement and Remediation Practicum.

**Field Trainer/Analyst**, Continuing and Innovative Education

The University of Texas at Austin, 2005-2006

**Assistant Professor**, Department of Curriculum and Instruction

Mississippi State University, 2002-2005

Courses taught: Teaching Elementary and Middle Level Science; Content Area Literacy Instruction; Principles of Curriculum Development; Diagnosis and Remediation of Reading Disabilities; Functions and Methods of Research in Education

**Instructor**, Departments of Educational Psychology and Curriculum and Instruction

Texas A&M University, 1999-2000

Courses taught: Teaching Skills I (Learning Theories, Assessment, and Effective Learning Environments); Teaching Skills II (Motivation, Instructional Strategies, and Ethics in Education)

**Student Teacher Supervisor**, Center for the Study and Implementation of Collaborative Learning Communities, Learning to Teach in Inner-City Schools Project

Texas A&M University, 1998-1999

**Research Assistant**, Center for the Study and Implementation of Collaborative Learning Communities, Learning to Teach in Inner-City Schools Project

Texas A&M University, 1997-1998

**RESEARCH AND SCHOLARLY ACTIVITY**

**Publications**


**Peer-Reviewed Presentations**


Kurz, T., Ismail, N., Jones, K., & Teal, C. (2018, April). *Designing a collaboration model to achieve successful curricular reform.* Presented at the annual meeting of the Southern Group on Educational Affairs, Jackson, MS.

Teal, C., Jones, K., Kurz, T. (2017, November). *Designing a collaboration model to achieve successful curricular reform.* Presented at the annual meeting of The Generalists in Medical Education, Boston, MA.

Kurz, T. & Chen, W. (2017, July). *Addressing the challenges of providing faculty development across multiple regional campuses.* Presented at the annual meeting of the AAMC Group on Faculty Affairs, Austin, TX.


Kurz, T.B., West, C.A., Graham, L (2014, March). *Providing mentoring and facilitating collaboration through Faculty Learning Communities.* Presented at the annual meeting of the Southern Group on Educational Affairs, Miami, FL.

Kurz, T.B., West, C.A., Graham, L (2013, November). *Collaborative mentoring for medical education faculty through Faculty Learning Communities.* Presented at the annual meeting of the Learning Communities Institute at the Association of American Medical Colleges annual meeting, Philadelphia, PA.
West, C., Pettit-Wright, J., Kurz, T.B., White, B.A., Graham, L. (2013, February). *Team-Based Learning in medical education: Do one, see one, teach one*. Presented at the annual meeting of the Team Based Learning Collaborative, San Diego, CA.


SERVICE

University/College Service

TAMU Center for Teaching Excellence Advisory Board  2017-Present
Education for Healthcare Professionals (EDHP) Committee  2014-Present
Diversity Leadership Council  2014-Present
Guest Interviewer – Office of Admissions  2013-Present
Continuing Medical Education (CME) Advisory Committee  2015-2018
CARE Interprofessional Education Grant  2014-2016
Scholarly Activity Working Group  2013-2015
Modules Development Committee - TAMHSC College of Medicine  2012-2013
Committee to Review Graduate Admissions Policy  2004-2005
Student Appeals Committee  2003-2005
Ph.D. Research Core Committee  2003-2005
Graduate Admissions Committee  2002-2005
Technology Committee  2002-2005
Graduate Assistantship and Scholarship Committee  2002-2005

National/State/Community

Convener - SGEA Faculty Development in Medical Education SIG  2017-2018
Membership Coordinator – SGEA Faculty Development in Medical Education SIG  2016-2017
Member – Texas College & Career Readiness Standards
Statewide Task Force  2011-2012
Member – Teacher Certification Program Advisory Board
Austin Community College  2010-2012
Mentor – Texas Interdisciplinary Plan  2010-2011
The University of Texas at Austin
Program Chair – Classroom Observation SIG  2007-2009
American Educational Research Association
Chair – Classroom Observation SIG  2005-2007
American Educational Research Association

AWARDS/HONORS

LEAD Fellow
Phi Kappa Phi Honor Society
Kappa Delta Pi Education Honor Society
Golden Key National Honor Society
CURRICULUM VITAE
Lisa F. Mallonee, MPH, RDH, RD, LD
Professor, Graduate Program Director
Caruth School of Dental Hygiene
Texas A&M University College of Dentistry
214-828-8914  lmallonee@tamu.edu

EDUCATION

2000  Master of Public Health
University of North Carolina at Chapel Hill, School of Public Health

1998-2000  Dietetic Internship
University of North Carolina Hospital, Chapel Hill, North Carolina
Carteret County Hospital, Greenville, North Carolina
Asheboro Department of Public Health, Asheboro, North Carolina
Cooper Institute, Dallas, Texas

2000  Health Promotion Director Certification
Cooper Institute

1990  Bachelor of Science in Dental Hygiene
University of North Carolina at Chapel Hill, School of Dentistry

<table>
<thead>
<tr>
<th>Licensure/Certifications</th>
<th>State Licensure</th>
<th>Date Licensed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Dietitian</td>
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<td>2001-present</td>
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<tr>
<td>Licensed Dietitian</td>
<td>Texas</td>
<td>2001-present</td>
</tr>
<tr>
<td>Registered Dental Hygienist</td>
<td>North Carolina</td>
<td>1990-present</td>
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<tr>
<td>American Heart Association Basic Life Support for Health Providers</td>
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<td>Current-present</td>
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</table>

PROFESSIONAL APPOINTMENTS

Graduate Program Director, Department of Dental Hygiene, Texas A&M University College of Dentistry  Sept 2016-present
Graduate Program Co-Director, Texas A&M University College of Medicine  Sept 2016-present
Professor, Texas A&M University College of Dentistry  Sept 2016-present
Member, Graduate Faculty, Health Science Center of Graduate Studies  April 2012-present
Full member, Graduate Faculty, Texas A&M Health Science Center, Baylor College of Dentistry  June 2010-present
Granted tenure, Texas A&M Health Science Center, Baylor College of Dentistry  July 2007-present
Associate Professor, Texas A&M Health Science Center, Baylor College of Dentistry  May 2007- present
Associate Member, Graduate Faculty Texas A&M Health Science Center, Baylor College of Dentistry  August 2006-2010
Assistant Professor, Texas A&M Health Science Center, Baylor College of Dentistry  October 2000-2007
Clinical Instructor, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina  January-May 2000
PROFESSIONAL EXPERIENCE

Texas A&M University, College of Dentistry
Dallas, Texas          October 2000-Present

Professor and Graduate Program Director, with tenure

- Participate in the didactic, preclinical, and clinical teaching of undergraduate and graduate students. Serve as full member of graduate faculty. Participate in committee assignments, student advising and scholarly activity. Provide course instruction in the areas of nutrition and community health. Background in dietetics is utilized through guest lectures specific to nutrition at TAMU- College of Dentistry as well as Baylor University Medical Center, and UT Southwestern. Dietetic preceptor for Baylor University Medical Center Dietetic interns dental clinic rotation. Faculty mentor senior dental hygiene students for table clinic preparation for research course.

Cooper Institute of Aerobics Research, Dallas, Texas
Dallas, Texas          May-September 2000

Nutrition Program Coordinator (7/00-9/00)
Internship with the Behavioral Science and Health Promotion Division (5/00-7/00)

- Co-director of “Lifestyles in Nutrition” pilot study; a six-week program helping individuals to make healthy lifestyle changes. Prochaska’s Model of Change was major construct utilized.
- Authored chapter on “Oral Health Programming at Worksite Wellness Programs” for the Health Promotion Director’s course manual; developed a correspondence version for the Cooper elite certification program.
- Developed basic outline of topics and concepts to be included in the revised Cooper Institute Personal Empowerment Plan (PEP) Healthy Eating Manual. Involved in the development of a more interactive, easier to use version specifically targeting those individuals who are in late contemplation and/or preparation stages of change.

Cooper Institute of Aerobics Research Wellness Program
Dallas, Texas          October 2000-2009

Nutrition consultant

Assisted with the bi-monthly cooking school. Interacted with wellness participants and served as an onsite resource for those individuals with particular dietary concerns. Presented a talk on “Oral Health and Nutrition” to participants.

Community Dental Care
Dallas, Texas          2001-2009

Registered Dental Hygienist, Public health Dental Hygiene Practice

- Provide oral health care to indigent populations with low oral health literacy
- Stewpot Dental Clinic, provided care for homeless population in downtown Dallas
- Deharo Saldivar, provided care for a largely Hispanic, low income population

Private Practice Dental Hygiene

Registered Dental Hygienist

<table>
<thead>
<tr>
<th>Location</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Dr. Victor Mann</td>
<td>Durham, North Carolina 1990-1991</td>
</tr>
<tr>
<td>Dr. Vernon Rose</td>
<td>Bayboro, North Carolina 1991-1992</td>
</tr>
<tr>
<td>Dr. Rick Booth</td>
<td>Raleigh, North Carolina 1992-1994</td>
</tr>
<tr>
<td>Dr. Larry Tilley</td>
<td>Raleigh, North Carolina 1994-1998</td>
</tr>
<tr>
<td>Dr. Lee Steglich</td>
<td>Dallas, Texas 2010-2016</td>
</tr>
</tbody>
</table>
UNC-Dental School  
Chapel Hill, North Carolina  
January -May 2000

Part-time Clinical Instructor

- Guest lectured a two-hour course and participated in a four-hour lab on “Nutrition and the Dental Hygienist” to first year dental hygiene students. The lecture was given in Theory of Dental Hygiene and a nutrition counseling lab in First Year Dental Hygiene Clinic
- Supervised second year dental hygiene students in clinic during patient care to complete their degree requirements

Duke University  
Durham, North Carolina  
December-April 2000

Research Assistant for the STRRIDE Study (Study of a Targeted Risk Reduction Intervention through Defined Exercise)

- Examined the effects of exercise on cardiovascular health
- Conducted patient interviews at the Duke Center for Living recording 24 hour diet intake
- Performed nutritional analysis of 3 day food records using Food Processor
- Analyzed 3-day food records and 24-hour recalls using Excel

UNC-School of Public Health, Division of Maternal and Child Health  
Chapel Hill, NC  
January-April 1999

Project Assistant for “The National Training Institute for Child Health Consultants”

- Reviewed and revised bibliographies for course modules used in training sessions

TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Title</th>
<th>Level</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2018-present</td>
<td>Masters Practicum</td>
<td>Graduate</td>
<td>Course Director</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Directed Reading</td>
<td>Graduate</td>
<td></td>
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<tr>
<td>2012-present</td>
<td>Teaching Skills for Health Professions Educators</td>
<td>Graduate</td>
<td>Lecturer</td>
</tr>
<tr>
<td>2012-2017</td>
<td>Teaching Strategies</td>
<td>Graduate (Online)</td>
<td>Lecturer</td>
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<tr>
<td>2009-2012</td>
<td>Introduction to Faculty Responsibilities and Issues in Higher Education</td>
<td>Graduate</td>
<td>Lecturer</td>
</tr>
<tr>
<td>2007-present</td>
<td>Thesis Research</td>
<td>Graduate</td>
<td>Chair and Member</td>
</tr>
<tr>
<td>2004-present</td>
<td>Medical Nutrition Therapy in Chronic Care</td>
<td>Graduate</td>
<td>Lecturer</td>
</tr>
<tr>
<td>2004-2007</td>
<td>Special Care Seminar</td>
<td>Graduate</td>
<td>Lecturer</td>
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<td>Predoctorial</td>
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<tr>
<td>2001-2015</td>
<td>Biochemistry, Molecular and Cellular Biology</td>
<td>D1 Students</td>
<td>Lecturer</td>
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<tr>
<td>2016-present</td>
<td>Intro to Clinical Dentistry</td>
<td>D2 Students</td>
<td>Lecturer</td>
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<tr>
<td>2016-present; 2002-2007</td>
<td>Cariology and Prevention</td>
<td>D2 Students</td>
<td>Lecturer</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>2000-present</td>
<td>Public Health/Community Health</td>
<td>Undergraduate</td>
<td>Course Director</td>
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<tr>
<td>2000-2002</td>
<td>Public Health/Community Practicum</td>
<td>Undergraduate</td>
<td>Course Director</td>
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<td>2002-present</td>
<td>Biomedical Sciences II</td>
<td>Undergraduate</td>
<td>Lecturer</td>
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<td>2000-2002</td>
<td>Gerontology</td>
<td>Undergraduate</td>
<td>Course director</td>
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<tr>
<td>2002-present</td>
<td>Gerontology</td>
<td>Undergraduate</td>
<td>Lecturer</td>
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</table>
2000-present | Applied Research Methods | Undergraduate | Research mentor
---|---|---|---
2000-present | Research Methods | Undergraduate | Research mentor
2000-2007 | Health Promotion Disease Prevention | Undergraduate | Lecturer
2000-present | Preclinical Dental Hygiene | Undergraduate | Lecturer & Sim Lab
2001-present | Clinical Dental Hygiene I | Undergraduate | Clinic Instructor
2001-present | Clinical Dental Hygiene II | Undergraduate | Clinic Instructor
2000-present | Clinical Dental Hygiene III | Undergraduate | Clinic Instructor
2001-present | Clinical Dental Hygiene IV | Undergraduate | Clinic Instructor
2001-present | Comprehensive Care Dental Hygiene, Nutrition Seminar | Undergraduate | Course Seminar Director
2001-present | Theory of Dental Hygiene | Undergraduate | Lecturer

RESEARCH GRANTS

Funded Grants (Intramural):

Educational Research Grant, Texas A&M College of Dentistry, 01/2019 - 12/2020
Kabani, Faizan [Principal Investigator], Muzzin, Kathleen [Co-Investigator], Contributing Faculty for Mock NBDHE Category: Cotter, Jane; Fox, Eric; Mallonee, Lisa; Wyatt, Leigh Ann. "Investigating the Perceived Effectiveness & Value of a Computerized Mock National Board Experience in Preparing Students for the National Board Dental Hygiene Examination: A Longitudinal Mixed-Methods Analysis" Funded: $3,480.00


2017-2018 Fisher T (PI) and Mallonee L (Co-PI) Screening practices and interventions by pediatric dentists in Texas to address childhood obesity. Funded: $1500.


2013-2014 Wyatt LA (PI) and Mallonee L (Co-PI) Attitudes and Experiences of Dental Hygiene Faculty Regarding Interactions with Current Undergraduate Students on Facebook. Funded: $1500.

2009-2010 Reich M (PI), Muzzin K (Co-PI), DeWald JP (Co-I), Solomon E (Co-I), Campbell PR (Co-I) and Mallonee LH (Co-I). The Ethics of Live Patient Use in Dental Hygiene Clinical Licensure Examinations: A National Survey of Recently Licensed Dental Hygienist’s. Funded: $1470.55

HONORS, AWARDS AND RECOGNITION

AWARDS:

2016 Texas Dental Hygiene Directors’/Procter & Gamble Teaching Excellence Award for exemplary achievement in the area of dental hygiene education.

2014 Excellence in Nutrition Education of Health Professionals Award Academy of Nutrition and Dietetics, Nutrition Educators of Health Professionals Dietary Practice Group

2013 Dallas Academy of Nutrition and Dietetics Media Award for expert contributions to local and national media queries.
2007  **Service Excellence Award** for outstanding contributions in the area of service. Texas A&M Health Science Center Baylor College of Dentistry.

**HONORS:**

2007  Student nomination for Baylor College of Dentistry (BCD) Alumni Association *Teacher of the Year*

2004  Student nomination for Baylor College of Dentistry (BCD) Alumni Association *Teacher of the Year*

2003  Sigma Phi Alpha, Beta Chapter Dental Hygiene Honor Society

2003  Student nomination for Baylor College of Dentistry (BCD) Alumni Association *Teacher of the Year*

**RECOGNITION:**

June 2019  Thesis Chair Mentor to Tammy Fisher, RDH, MS. Screening Practices and Interventions by Pediatric Dentists in Texas to Address Childhood Obesity. 11th Annual Dentsply Sirona/ADHA Graduate Student Clinicians Research Program. ADHA, Louisville, KY. 3rd Place Award

April 2019  Mentor to Nancy Vu, Joellen Carr, Lauren Derrick, Preethy Tom. Arginine: The New Fluoride? Texas A&M College of Dentistry. 2nd Place Award

April 2018  Mentor to Morgan Hardison, Sidney Dennis, Emily Stone. Probiotics: Bacteria You Don’t Want to Brush Away. Student Research Day, Texas A&M College of Dentistry. 1st Place Award

February 2018  Mentor to Morgan Hardison, Sidney Dennis, Emily Stone. Probiotics: Bacteria You Don’t Want to Brush Away. Student Poster Presentations. Texas Dental Hygiene Association Annual Meeting. 1st Place Award

April 2016  Mentor to Hannah Choi and Jina Park for Senior Dental Hygiene Table Clinic Project, Probiotics: Bacteria You Don’t Want to Brush Away. Student Research Day, Texas A&M Baylor College of Dentistry. 3rd Place Award

April 2014  Mentor to Tiffany Treadaway and Amy Fujarski for Senior Dental Hygiene Table Clinic Project, Battle of the Bugs: Can Probiotics Win the War? 2nd Place award Dallas Dental Hygiene Society Student Table Clinic Night.

April 2013  Mentor to Sehaj Kaur and Linda Vaughn for Senior Dental Hygiene Table Clinic Project, Bariatric Surgery and Oral Health: The Weight of the Matter. Student Research Day, Baylor College of Dentistry. Tied for 3rd Place Dallas Dental Hygiene Society Student Table Clinic

April 2012  Mentor to Jennifer Otto and Jazmin Garcia for Senior Dental Hygiene Table Clinic Project, “Cocoa: Protection for Your Sweet Tooth?” Student Research Day, Baylor College of Dentistry. 2nd Place Award.

April 2011  Mentor to Ann Tran and Loan Tran for Senior Dental Hygiene Table Clinic Project, “Lick Away Decay”. Student Research Day, Baylor College of Dentistry. 1st Place Award

April 2010  Mentor to Jody Nguyen and Jessica Williams for Senior Dental Hygiene Table Clinic Project, “Xylitol: Natural Sugar God for your Teeth and Body?” Student Research Day, Baylor College of Dentistry. 2nd Place Award

April 2004  Mentor to Leticia Ball and Sara Shephard for Senior Dental Hygiene Table Clinic Project, “Is there Danger Lurking in you Teacup?” Student Research Day, Baylor College of Dentistry. 2nd place awarded
GRADUATE AND UNDERGRADUATE STEERING

<table>
<thead>
<tr>
<th>Thesis/Dissertation Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member</strong>, PhD Committee for Wedad Alshehri, candidate for PhD in Oral Biology Texas A&amp;M College of Dentistry. <em>Effect of Silver Diamine Fluoride on Treatment of Gingivitis in Geriatric Patients.</em></td>
</tr>
<tr>
<td><strong>Member</strong>, Thesis Committee for Stacey Norrell, candidate for Master of Science in Education for Healthcare Professionals. <em>Scope of Interprofessional Education Opportunities in Dental Hygiene Programs.</em></td>
</tr>
<tr>
<td><strong>Chair</strong>, Thesis Committee for Tammy Fisher, candidate for Master of Science in Education for Healthcare Professionals. <em>Screening practices and interventions by pediatric dentists in Texas to address childhood obesity.</em></td>
</tr>
<tr>
<td><strong>Member</strong>, Thesis Committee for Haley Williams, candidate for Master of Science in Education for Healthcare Professionals. <em>Comparing Knowledge, Attitudes, and Practices of Dental Hygienists on the Use of Motivational Interviewing During Patient Care.</em></td>
</tr>
<tr>
<td><strong>Chair</strong>, Thesis Committee for Leigh Ann Wyatt, candidate for Master of Science in Dental Hygiene. <em>Attitudes and Experiences of Dental Hygiene Faculty Regarding Interactions with Current Undergraduate Dental Hygiene Students on Facebook.</em></td>
</tr>
<tr>
<td><strong>Member</strong>, Thesis Committee for Marlaina Reich, candidate for Master of Science in Dental Hygiene. <em>The Ethics of Live Patient Use in Dental Hygiene Clinical Licensure Examinations: A National Survey of Recently Licensed Dental Hygienists.</em></td>
</tr>
</tbody>
</table>

**Student Mentoring: Graduate Student Research**

| 2012-2013 | Monique M. Richard, candidate for Master of Science in Clinical Nutrition. East Tennessee State University. Building a Foundation for Interprofessional Education (IPE) between Dietetic Students and Dental Hygiene Students at East Tennessee State University (ETSU). Served as an expert content advisor for development of survey tool; instrumental in getting IRB approval at Texas A&M Baylor College of Dentistry and coordination with Baylor University Medical Center (BUMC) program directors for distribution of survey to our dental hygiene students, dental hygiene faculty, dietetic interns and preceptors to be used as a comparison of knowledge between our program and the program at ETSU. |
Lisa F. Mallonee  
Curriculum Vitae

### Supervisor of Dental Clinic Rotation/Dietetic Intern Preceptor

- **2004-Present**  
  Supervisor/Preceptor, dental clinic rotation for BS or MS degree students in the Baylor University Medical Center Dietetic Internship Program. (7-12 interns annually)

### Academic Advisor

- **2000-Present**  
  Academic Advisor for an annual average of ten Junior and Senior Dental Hygiene Students, Caruth School of Dental Hygiene, Texas A&M Baylor College of Dentistry.

### PUBLICATIONS

#### Refereed Articles


Editorial in Refereed Journal


Refereed Abstracts


Book Chapters


“Oral Health Programming for Worksite Wellness Programs” In: *Health Promotion Director Certification Training Program Course Manual* (2001). *Note:* Administered periodically each year at The Cooper Institute for Aerobic Research Dallas, TX; also presented at international certification programs administered by The Cooper Institute for Aerobic Research.

### Books


### Book Chapters or Manuscripts In Process/Submitted


Alshehri WS (S), Mallonee LF, Cotter JC. Silver Diamine Fluoride as a Noninvasive Method for Managing Dental Caries. Submitted to Dimensions of Dental Hygiene.

### Non-refereed Articles

Mallonee, L. Dietetic and Dental Hygiene Interprofessional-Education: Dietetic Internship Rotation at TAMU-Baylor College of Dentistry. *Dental Dynamics* section of Educators Resource; the newsletter of the Nutrition Educators of Health Professionals Practice Group, Academy of Nutrition and Dietetics. Winter 2015, volume 71(3).


(S) Boisvert-Kauffman, K. Harper-Mallonee, L. Oral Health and Nutrition: An Overview of the A.D.A’s Position and a Summary of Personal Experiences during the Dietetic Internship of Katrina Boisvert-Kauffman at Baylor University Medical Center. *Dental Dynamics* section of Educators Resource; the newsletter of the Nutrition Educators of Health Professionals Practice Group, American Dietetic Association. Summer 2006, No. 59. *Note:* mentored dietetic intern; due to students inability to participate in BCD clinical rotation this article was submitted to fulfill rotation requirement.

Lisa. F. Mallonee
Curriculum Vitae


<table>
<thead>
<tr>
<th>Table Clinic/Research Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>(S) Richard M, Lee M, IV Faust C, Lowe E, <strong>Harper Mallonee L</strong>. Building a Foundation for Interprofessional Education (IPE) between Dietetic Students and Dental Hygiene Students at East Tennessee State University (ETSU), Academy of Nutrition and Dietetics Food and Nutrition Conference. October 21, 2013. Poster.</td>
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**INVITED PRESENTATIONS-CONTINUING EDUCATION COURSES**

**International Meetings**

<table>
<thead>
<tr>
<th>2020</th>
</tr>
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<tbody>
<tr>
<td><strong>Invited Speaker Ontario Dental Association Annual Spring Meeting</strong></td>
</tr>
<tr>
<td>May 2020</td>
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<table>
<thead>
<tr>
<th>2015</th>
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<tbody>
<tr>
<td>Bugs Drugs and Food Fads: Implications for the Dental Professional. Canadian Dental Hygiene Association National Conference. Victoria, British Columbia. 2 CEU (115 attendees)</td>
</tr>
<tr>
<td>October 30, 2015</td>
</tr>
</tbody>
</table>

Lisa. F. Mallonee
Curriculum Vitae 10
### 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Location/Details</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bugs Drugs and Food Fads: Implications for the Dental Professional</td>
<td>ASM14 Ontario Dental Association Annual Spring Meeting, Toronto, Ontario. 3 Continuing Education Units (CEU) (250+ attendees)</td>
<td>May 8-10, 2014</td>
</tr>
<tr>
<td>You Are What You Eat and Drink!</td>
<td>ASM 14, Ontario Dental Association Annual Spring Meeting, Toronto Ontario. 3 CEU (250+ attendees)</td>
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</tr>
</tbody>
</table>

### National/State Meetings

#### 2020
- **Invited Speaker Chicago Midwinter**
- **Invited Speaker Ohio Dental Hygienists' Association**
- **Invited Speaker California Dental Association, Anaheim, CA**
- **Invited Speaker California Dental Association, San Francisco, CA**
- **Invited Speaker ADA/FDA, Orlando, FL**
- **Invited Speaker Reno, Nevada**

#### 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Location/Details</th>
<th>Date</th>
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<tbody>
<tr>
<td>WARNING: Being Female May be Hazardous to Your Health! Women, Nutrition and Oral Health: Implications throughout the Lifecycle</td>
<td>Star of the North, Minneapolis St. Paul, MN. (400+ attendees)</td>
<td>April 26, 2019</td>
</tr>
<tr>
<td>Bugs, Drugs, Food Trends and Fad Diets: Implications for Oral Health</td>
<td>Star of the North, Minneapolis St. Paul, MN.</td>
<td>April 27, 2019</td>
</tr>
<tr>
<td>Nutrition and Oral Health for Today's Dental Practice</td>
<td>Star of the North, Minneapolis St. Paul, MN.</td>
<td></td>
</tr>
<tr>
<td>Fattening of America: Where DOES Dentistry Fit In?</td>
<td>Chicago Midwinter, Chicago, IL 3 CEU. (400+ attendees) Sponsored by Premier Dental and Crest-Oral B</td>
<td>February 23, 2019</td>
</tr>
<tr>
<td>You Are What You Eat and Drink!</td>
<td>Chicago Midwinter, Chicago, IL 3 CEU (400+ attendees) Sponsored by Premier Dental and Crest-Oral B</td>
<td></td>
</tr>
<tr>
<td>Bugs, Drugs, Food Trends and Fad Diets: Implications for Oral Health</td>
<td>Dental Hygiene Study Club, Cary, NC. (75 attendees) <em>Multiple sponsors</em></td>
<td>September 12, 2019</td>
</tr>
<tr>
<td>Nutrition Focused Oral Exam</td>
<td>Co-presented with Jane Cotter RDH, MS. Montgomery District Dietetic Association, Troy, AL (75 attendees)</td>
<td>September 27, 2019</td>
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</table>

#### 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Location/Details</th>
<th>Date</th>
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<tbody>
<tr>
<td>Nutrition and Oral Health for Today's Dental Practice</td>
<td>RDH Under One Roof, Washington, DC. <em>Sponsored by the American Academy of Dental Hygiene</em></td>
<td>August 1, 2018</td>
</tr>
<tr>
<td>Fattening of America: Where DOES Dentistry Fit In?</td>
<td>Florida Dental Conference, Orlando, FL</td>
<td>June 21-23, 2018</td>
</tr>
<tr>
<td>Fad Diets and Weight Loss Surgery: The Skinny on Oral Health</td>
<td>Florida Dental Conference, Orlando, FL</td>
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</tr>
</tbody>
</table>
Sugar and Sugar Alternatives: The Bittersweet Truth. 2 CEU. (250+ attendees) Florida Dental Conference, Orlando, FL

What DOES Diet and Nutrition have to do with Dentistry? 2 CEU (250+ attendees) Florida Dental Conference, Orlando, FL

Fad Diets and Weight Loss Surgery: The Skinny on Oral Health. 3 CEU. (75 attendees) Hinman Dental Meeting, Atlanta, GA

Oh Sugar, Sugar: The Bittersweet Truth. 1 CEU. (50 attendees) Hinman Dental Meeting, Atlanta, GA

Fattening of America: Where DOES Dentistry Fit In? 3 CEU. (450+ attendees) Hinman Dental Meeting, Atlanta, GA

You are What you Eat..and Drink! (450+ attendees) 3 CEU. Hinman Dental Meeting, Atlanta, GA

WARNING: Being Female May be Hazardous to Your Health! Women, Nutrition and Oral Health: Implications throughout the Lifecycle. (250+ attendees) 3 CEU. Hinman Dental Meeting, Atlanta, GA

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<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Location</th>
<th>Sponsorship</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Bugs, Drugs, Food Trends and Fad Diets: Implications for Oral Health. 4 CEU (350 attendees) Greater Delaware Valley Dental Hygiene Meeting</td>
<td>Sponsored by Premier Dental, Inc</td>
<td>December 2, 2017</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Fattening of America: Where DOES Dentistry Fit In? 3 CEU (60 attendees) Pennsylvania Dental Hygiene Association Annual Meeting</td>
<td>(Sponsored by Premier Dental, Inc)</td>
<td>November 4, 2017</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU (75 attendees) Benco Dental, Clinton, NJ.</td>
<td>(Sponsored by Premier Dental, Inc)</td>
<td>October 20, 2017</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU (120 attendees) University of Southern Indiana. Evansville, IN.</td>
<td></td>
<td>September 30, 2017</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>WARNING: Being Female May Be Hazardous to your Health. 2.5 CEU. (500+ attendees) California Dental Association</td>
<td>San Francisco, CA</td>
<td>August 24-26, 2017</td>
<td></td>
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<tr>
<td>2017</td>
<td>Bugs, Drugs, Food Fads 2.5 CEU (500+ attendees) California Dental Association</td>
<td>San Francisco, CA</td>
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</tr>
<tr>
<td>2017</td>
<td>Nutrition and Oral Health for Today’s Dental Practice (REPEAT) 2.5 CEU each/TOTAL 5.0 CEU (500+ attendees) California Dental Association. San Francisco, CA.</td>
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<tr>
<td>2017</td>
<td>Healthy Mouth, Healthy Body, Healthy Practice! (175+ attendees) 3 CEU UNC Dental Hygiene Alumni, Chapel Hill, NC (Sponsored by Crest/oral b)</td>
<td></td>
<td>April 21, 2017</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU Dental Hygiene Alumni, Chapel Hill, NC (Sponsored by Crest/oral b)</td>
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</tr>
<tr>
<td>2017</td>
<td>Healthy Mouth, Healthy Body, Healthy Practice! 3 CEU. (70+ attendees) William F. Slagle Dental Meeting, Memphis TN (Sponsored by Premier Dental, Inc)</td>
<td></td>
<td>March 5, 2017</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Fattening of America: Where DOES Dentistry Fit In? 3 CEU (97 attendees) William F. Slagle Dental Meeting, Memphis TN (Sponsored by Premier Dental, Inc)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2017</td>
<td>Fad Diets and Weight Loss Surgery. 3 CEU. (250 attendees) Old Dominion University Continuing Dental Hygiene Weekend. Norfolk, VA. (Joint Sponsorship Crest/oral b and Premier Dental Inc.)</td>
<td></td>
<td>February 3, 2017</td>
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</tbody>
</table>
2016

Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU (78 attendees) Stark County Dental Hygiene Society. Canton, Ohio.  
*October 29, 2016*

Healthy Mouth, Healthy Body, Healthy Practice. 3 CEU (78 attendees) Stark County Dental Hygiene Society. Canton, Ohio.  
*October 14, 2016*

Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU (158 attendees) Missouri Dental Hygiene Association.  
Fattening of America: What Does Dentistry 3 CEU. Missouri Dental Hygiene Association  
*Sponsored by Crest/Oral B*

Food Fads and Weight Loss Surgery: The Skinny on Oral Consideration. 3 CEU. (100+ attendees) Oklahoma Dental Hygiene Association. Tulsa, OK.  
*September 30, 2016*

What does Diet and Nutrition have to do with Dentistry?  1 CEU Sugar and Sugar Alternatives: The Bittersweet Truth. 1.5 CEU (repeated twice in afternoon) 100+ attendees Invited Speaker by Dr. Gordon Christensen, Academy of LDS. Provo, Utah.  
*August 13, 2016*

Healthy Mouth, Healthy Body, Healthy Practice. 2 CEU (75 attendees) Florida Dental Convention, Orlando, FL.  
*Sponsored by Crest/Oral B*

Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU (450+ attendees) Florida Dental Convention, Orlando, FL.  
*Sponsored by Crest/Oral B*

Warning: Being Female may be Hazardous to your Health 3 CEU(450+ attendees) Florida Dental Convention, Orlando, FL.  
*Sponsored by Crest/Oral B*

Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU (450+ attendees) (Repeated course) Florida Dental Convention, Orlando, FL.  
*May 12-13, 2016*

Warning: Being Female may be Hazardous to your Health California Dental Association Spring Scientific Anaheim, CA. 2.5 CEU. (750+ attendees)  
*April 15, 2016*

Food Fads and Weight Loss Surgery: The Skinny on Oral Consideration. California Dental Association Spring Scientific Anaheim, CA. 2.5 CEU. (750+ attendees)  
*June 16-18, 2016*

Bugs Drugs and Food Fads: Implications for the Dental Professional. California Dental Association Spring Scientific Anaheim, CA. 2.5 CEU (750+ attendees)  
*February 20, 2016*

You Are What You Eat and Drink 3 CEU. Sweetwater Dental Hygiene Association. Douglasville, GA. 6 CEU. *(120 attendees)* *(Sponsored by Premier Dental, Inc)*

**2015**

Bugs Drugs and Food Fads: Implications for the Dental Professional Oklahoma Center for Implants & Periodontics, Fall Fling Periopalooza. Oklahoma City, OK. 6 CEU. (200 attendees) October 23, 2015

Healthy Mouth, Healthy Body-Promoting Public Health in Our Every Day Practice. 3 CEU. October 9, 2015

Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU West Liberty University Annual Continuing Education Meeting, Wheeling, WV. (250 attendees)


**2014**


Fattening of America: What does DENTISTRY have to do with it? Arkansas Dental Association. Little Rock, AK. *(Sponsored by Crest/Oral B)* 3 CEU. (150 attendees)

Bugs Drugs and Food Fads: Implications for the Dental Professional. Ohio Dental Association Annual Conference. Columbus, OH. 3 CEU. (450 attendees) September 11, 2014

Healthy Mouth, Healthy Body, Healthy Practice. Ohio Dental Association Annual Conference. Columbus, OH. 2 CEU (450 attendees)

Lunch and Learn: Warning: Being Female may be Hazardous to your Oral Health. ADHA, 91st Annual Session. Caesars Palace. Las Vegas, NV. 1.5 CEU (10 attendees) June 19, 2014

Warning: Being Female may be Hazardous to your Oral Health. Star of the North Dental Meeting, Minneapolis St. Paul. MN. 3 CEU (400+ attendees) April 24-25, 2014

Bugs Drugs and Food Fads: Implications for the Dental Professional. Star of the North Dental Meeting, Minneapolis St. Paul. MN. 3 CEU (400+ attendees)

You Are What You Eat and Drink! Star of the North Dental Meeting, Minneapolis St. Paul, MN. 3 CEU (400+ attendees)


**2013**

Healthy Mouth, Healthy Body, Healthy Practice. 7th Annual Center for Dental Specialties Dental Hygiene Symposium. Olympia, WA. 2.5 CEU (250 attendees) September 20, 2013


Bugs Drugs and Food Fads: Implications for the Dental Professional. Spring Scientific California Dental Meeting Anaheim, CA. 3.0 CEU (1200 attendees)

Warning: Being Female may be Hazardous to your Oral Health. Spring Scientific California Dental Association. Anaheim, CA. 3.0 CEU (1000+ attendees)

Healthy Mouth, Healthy Body, Healthy Practice. 101st Hinman Meeting. Presented twice. Atlanta, GA. 3.0 CEU each (> 700 attendees)

Bugs Drugs and Food Fads: Implications for the Dental Professional. 101st Hinman Meeting. Atlanta, GA. 3.0 CEU (> 995 attendees)

Fattening of America: What does DENTISTRY have to do with it? 101st Hinman Meeting. Atlanta, GA. 1.5 CEU (200+ attendees)

Bugs Drugs and Food Fads: Implications for the Dental Professional. 148th Annual Chicago MidWinter. Chicago, IL. 3.0 CEU

Warning: Being Female may be Hazardous to your Oral Health. 148th Annual Chicago MidWinter. Chicago, IL. 3.0 CEU

2012


Healthy Mouth, Healthy Body, Healthy Practice. Oregon Dental Association Annual Conference. Portland, OR. 2.5 hours CEU April 14, 2012

Fattening of America: What does DENTISTRY have to do with it? Oregon Dental Association Annual Conference. Portland, OR. 2.5 hours CEU

Warning: Being a Woman May Be Hazardous to Your Oral Health. North Central Iowa District Meeting. Mason City, IA, 3 hour CEU March 5, 2012

2011

Healthy Mouth, Healthy Body, Healthy Practice American Dental Association Annual Conference. Las Vegas, NV. 2.5 hours CEU October 10-11, 2011

Fattening of America: What does DENTISTRY have to do with it? American Dental Association Annual Conference. Las Vegas, NV. 2.5 hours CEU

Warning: Being a Woman May Be Hazardous to Your Oral Health. American Dental Association Annual Conference. Las Vegas, NV. 2.5 hours CEU

You are What you Eat...and Drink!. American Dental Association Annual Conference. Las Vegas, NV. 2.5 hours CEU

Healthy Mouth, Healthy Body, Healthy Practice. Greater Philadelphia Study Club. Philadelphia, PA. 2.5 hours CEU May 18, 2011

Healthy Mouth, Healthy Body-Healthy Practice. Chicago MidWinter. Chicago, IL. 3 hours CEU February 25, 2011

You are What you Eat...and Drink!. Chicago MidWinter. Chicago, IL. 3 hours CEU

Healthy Mouth, Healthy Body-Healthy Practice. Hawaii Dental Conference. Honolulu, HI. 3 hours CEU January 21, 2011

Fattening of America: What does DENTISTRY have to do with it? Hawaii Dental Conference. Honolulu, HI. 3 hours CEU.

2010

Healthy Mouth, Healthy Body-Healthy Practice. University of California, San Francisco Dental Hygiene Symposium. San Francisco, California. 3 hours CEU October 10, 2010
Fattening of America: What does DENTISTRY have to do with it? University of California, San Francisco Dental Hygiene Symposium. San Francisco, California. 3 hours CEU

Healthy Mouth, Healthy Body-Healthy Practice. American Dental Hygienists Association Annual Session Las Vegas, Nevada. 3 hours CEU *(Sponsored by Colgate)*

Healthy Mouth, Healthy Body-Healthy Practice. California Dental Association Spring Scientific Session, Anaheim, CA. 4 hours CEU

You are What you Eat..and Drink! California Dental Association Spring Scientific Session, Anaheim, CA. 3 hours CEU

Fattening of America: What does DENTISTRY have to do with it? Presented California Dental Association Spring Scientific Session, Anaheim, CA . 3 hours CEU

Healthy Mouth, Healthy Body-Healthy Practice. Star of the North Meeting, Minneapolis, MN. 3 hours CEU

Fattening of America: What does DENTISTRY have to do with it? Presented Chicago Star of the North Meeting, Minneapolis, MN. 3 hours CEU

Healthy Mouth, Healthy Body-Healthy Practice. Central Community College. Hastings, NE. 3 hours CEU. *(Sponsored by Crest/Oral B)*

Fattening of America: What does DENTISTRY have to do with it? Central Community College. Hastings, NE. 3 hours CEU. *(Sponsored by Crest/Oral B)*

Healthy Mouth, Healthy Body-Healthy Practice. Thomas P. Hinman Meeting, Atlanta, GA. 3 hours CEU

Fattening of America: What does DENTISTRY have to do with it? Thomas P. Hinman Meeting, Atlanta, GA. 3 hours CEU

ABCs of Nutrition: Putting the Basics into Practice Thomas P. Hinman Meeting, Atlanta, GA. 1 hour CEU

What DOES diet and nutrition have to do with Dentistry? Thomas P. Hinman Meeting, Atlanta, GA. 1 hour CEU

You are What you Eat ..and Drink! Thomas P. Hinman Meeting, Atlanta, GA/ 3 hours CEU

Healthy Mouth, Healthy Body-Healthy Practice. West Coast Dental Society. St. Petersburg, FL.3 hours CEU

Fattening of America: What does DENTISTRY have to do with it? West Coast Dental Society. St. Petersburg, FL. 3 hours CEU

2009

Healthy Mouth, Healthy Body-Healthy Practice. Chicago MidWinter , Chicago, IL. 3 hours CEU

Fattening of America: What does DENTISTRY have to do with it? Presented Chicago MidWinter , Chicago, IL 3 hours CEU

2008

Healthy Mouth, Healthy Body-Healthy Practice. University of California, San Francisco Dental Hygiene Symposium , San Francisco, CA. 3 hours CEU

Fattening of America: What does DENTISTRY have to do with it? University of California, San Francisco Dental Hygiene Symposium , San Francisco, CA. 3 hours CEU

Healthy Mouth, Healthy Body-Healthy Practice. California Dental Association
Spring Scientific Session; Anaheim, CA. 2.5 hours CEU
You ARE What you Eat…and Drink. California Dental Association Spring Scientific Session; Anaheim, CA. 2.5 hours CEU

2008 Invited speaker Hawaii Dental Conference, Honolulu, HI. 6 hours (Rescheduled to January 2010 due to personal conflict)

<table>
<thead>
<tr>
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<th>Event Description</th>
<th>Location</th>
<th>Hours</th>
<th>CEU</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2008</td>
<td>Healthy Mouth, Healthy Body-Healthy Practice. Pacific Northwest Dental Conference. Seattle, WA (sponsored by Ultreo) 5 hours (2.5. CEU x 2 presentations)</td>
<td>July 19 &amp; 20, 2007</td>
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<tr>
<td>2008</td>
<td>Fattening of America: What does DENTISTRY have to do with it? Pacific Northwest Dental Conference. Seattle, WA (sponsored by Ultreo) 2.5 CEU</td>
<td>July 20, 2007</td>
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<tr>
<td>2007</td>
<td>Healthy Mouth, Healthy Body-Healthy Practice. Oklahoma Indian Health Services; Oklahoma City, OK. 1CEU</td>
<td>June 15, 2007</td>
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<tr>
<td>2007</td>
<td>Healthy Mouth, Healthy Body-Healthy Practice. California Dental Association Spring Scientific Session; Anaheim, CA. 5 hours (2.5 CEU x 2 presentations)</td>
<td>July 19 &amp; 20, 2007</td>
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<tr>
<td>2007</td>
<td>Healthy Mouth, Healthy Body-Healthy Practice. Yankee Dental Conference; Boston, MA. 3 CEU</td>
<td>January 26, 2007</td>
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<tr>
<td>2007</td>
<td>Fattening of America: What does DENTISTRY have to do with it? Yankee Dental Conference; Boston, MA. 3 CEU</td>
<td>January 26, 2007</td>
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<tr>
<td>2005</td>
<td>Healthy Mouth, Healthy Body-Healthy Practice! California Dental Association. (CDA). Spring Scientific Session. 3 CEU.</td>
<td>May 12, 2005</td>
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### Regional Meetings

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Location</th>
<th>Hours</th>
<th>CEU</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2018</td>
<td>Nutrition and Oral Health for Todays Dental Practice. 6 CEU. 7th Annual Generation Dental Conference. UTHealth School of Dentistry, Houston TX</td>
<td>September 14, 2018</td>
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<tr>
<td>2017</td>
<td>Healthy Mouth, Healthy Body, Healthy Practice! 3 CEU. (150+ attendees) El Paso Dental Meeting. El Paso, TX</td>
<td>September 14, 2017</td>
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</tr>
<tr>
<td>2017</td>
<td>Bugs Drugs and Food Fads: Implications for the Dental Professional. 3 CEU. (150+ attendees) El Paso Dental Meeting. El Paso, TX</td>
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<tr>
<td>2017</td>
<td>WARNING: Being Female May Be Hazardous to your Health. 3 CEU. (150+ attendees) El Paso Dental Meeting. El Paso, TX</td>
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</table>
### 2016

- **Bugs, Drugs and Food Fads: Implications for the Dental Professional Greater Fort Worth Dental Hygiene Society. Ft Worth, Texas. (3 CEU) ***(Sponsored by Crest/Oral B)*** (150 attendees)  
  - February 29, 2016

### 2015

- **Healthy Mouth, Healthy Body, Healthy Practice.** Texas Dental Association. San Antonio, TX. 3 CEU.  
  - May 7 -9, 2015
- **You Are What You Eat and Drink!** Texas Dental Association. San Antonio, TX. 3 CEU.  
- **Bugs Drugs and Food Fads: Implications for the Dental Professional. Texas Dental Association. San Antonio, TX. 3 CEU.**

### 2014

- **Healthy Mouth, Healthy Body, Healthy Practice.** Greater Houston Dental Hygiene Association. Houston, TX. *(Sponsored by Crest/Oral B)* 3 CEU. (100+ attendees)  
  - October 24, 2014
- **Bugs Drugs and Food Fads: Implications for the Dental Professional. Greater Houston Dental Hygiene Association. Houston, TX. *(Sponsored by Crest/Oral B)* 3 CEU. (100+ attendees)

### 2010

- **Healthy Mouth, Healthy Body-Healthy Practice.** Tyler Junior College. 3. 5 hours CEU  
  - November 5, 2010
- **Fattening of America: What does DENTISTRY have to do with it?** Tyler Junior College. 3. 5 hours CEU  
  - October 1, 2010
- **What DOES Diet and Nutrition Have to Do with Dentistry?** Coalition of Texas Dental Association. 3 hours CEU  
  - May 6, 2010
- **Healthy Mouth, Healthy Body-Healthy Practice.** Texas Dental Association Annual Meeting. San Antonio, TX. 3 hours CEU  
  - You are What you Eat..and Drink! Texas Dental Association Annual Meeting San Antonio, TX. 3 hours CEU

### 2009

- **Childhood Obesity: Where does DENTISTRY Fit into the Puzzle?** Texas Association of Pediatric Dentists. San Antonio TX. (Telecast from BCD to present in panel discussion) (funded) 4 hours CEU  
  - May 8, 2009
- **2009 Invited Speaker Texas Dental Association. San Antonio, TX (funded) (Unable to present due to pregnancy/inability to travel—rescheduled for 2010)**  
  - May 7, 2009

### 2006

- **Healthy Mouth, Healthy Body—Healthy Practice!** Presented. Texarkana, TX. Texarkana Dental Conference. 1 CEU  
  - March 17, 2006

### Local Meetings

#### 2016

- **Fattening of America: What does Dentistry have to do with the Puzzle?** 3 CEU (80 attendees) Texas Sized CE. Grapevine, TX (3 CEU)  
  - September 24, 2016
- **Food Fads and Weight Loss Surgery: The Skinny on Oral Consideration.** 3 CEU (80 attendees) Texas Sized CE. Grapevine, TX (3 CEU) *(Sponsored by Crest/Oral B)*
**PROFESSIONAL DEVELOPMENT AND SERVICE**

**Invited Lectures and Presentations:**

<table>
<thead>
<tr>
<th>Institution / Event</th>
<th>Date</th>
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</table>
Medical City Hospital, *Dallas, TX*. Invited Presentation. Renal Dialysis and Heart Transplant Outpatient Program. “Healthy Mouth, Healthy Body”. Invited 1 hour presentation. May 20, 2014

Health and Human Services, Office of Women’s Health. *Dallas, TX* National Women’s Health Week *Panel Member*. Invited 1.5 hour roundtable panel format. May 17, 2012

University of Texas Southwestern Masters of Clinical Dietetics Program. *Dallas, TX*. Invited Lecturer. “It all Begins in the Mouth”; invited 2 hour lecture. February 2004-present

Baylor University Medical Center Dietetic Internship Program. *Dallas, TX* Invited Lecturer. “It all Begins in the Mouth”; invited 3 hour lecture with hands-on discussion, demonstration and practice of Extra and Intra Oral Exam (EIOE) as a component of Nutrition Focused Physical Assessment. August 2004-present


Programs Organized and Faculty Calibration In-service Participation:


*Bumbling through the BCD Food Maze*. Invited 1 hour presentation for Baylor College of Dentistry Staff Development Day. January 5, 2011. 50+ attendees.


*Nutrition and Oral Health: Practical Pointers for Clinical Practice*, Department Workshop on Oral Risk Disease, Annual Dental Hygiene Faculty In-Service, Baylor College of Dentistry, Dallas, TX, August 10, 2001, 14 attendees. Ms. Lisa Harper, co-organizer with Ms. Patricia Campbell.

Oral Disease Risk Assessment form; Developed and presented nutrition section to Dental Hygiene faculty; Annual Dental Hygiene Faculty In-Service, Baylor College of Dentistry, Dallas, TX. August 10, 2001, 14 attendees. Ms. Lisa Harper, co-organizer with Ms. Marylou Gutmann.
Consultant to accrediting and other educational review boards, industry, health care:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Consultant Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Maternal and Child Oral Health Resources Center</td>
<td>Assisted in the update of the 2nd edition of the online curriculum <em>Special Care: An Oral Health Professional’s Guide to Serving Children with Special Health Care Needs</em>. This module was developed in 2006 to enhance the knowledge of oral health professionals and students and ultimately to improve oral health care for a vulnerable population. The curriculum is available at <a href="https://www.mchoralhealth.org/SpecialCare">https://www.mchoralhealth.org/SpecialCare</a></td>
<td>Contributed edits July 2017 Published online Jan 2018</td>
</tr>
<tr>
<td>Next Media Group</td>
<td>Provided guidance on content build for THE NEXTRDH dental hygiene student platform to ensure it accurately mirrors ADEA’s curriculum approach.</td>
<td>December 2014</td>
</tr>
<tr>
<td>Event</td>
<td>Details</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>The National Diabetes Education Program (NDEP),</td>
<td>Invited to participate in a webinar promoting the updated PPOD (Pharmacy, Podiatry, Optometry and Dentistry) Tool Kit for The National Diabetes Education Program (NDEP), <a href="http://www.yourdiabetesinfo.org">www.yourdiabetesinfo.org</a>, a joint CDC and NIH program.</td>
<td>May 2014</td>
</tr>
<tr>
<td>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Health</td>
<td>Reviewer for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Health newsletter publication “Brush Up on Oral Health” --- a short newsletter, designed for Head Start staff, that focuses on sugar.</td>
<td>May 2013</td>
</tr>
<tr>
<td>Organization</td>
<td>Role/Activity</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>American Dietetic Association</td>
<td>Selected by the ADA Evidence-Based Practice Committee to participate on the Fluoride Workgroup as a content expert for the Fluoride Evidence Analysis Project</td>
<td>2008</td>
</tr>
<tr>
<td>Community Dental Care, Inc</td>
<td>Consultant to Community Dental Care, Inc. regarding the use of nutritional counseling by dental hygienists at bilingual clinics; DeHaro Saldivar Health Center primary location observed</td>
<td>2003</td>
</tr>
<tr>
<td>American Dietetic Association</td>
<td>Referral dietitian; American Dietetic Association <a href="http://www.eatright.org">www.eatright.org</a></td>
<td>2001-potent</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>URL</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>January, 2016</td>
<td>Interviewed about fad diets for vitalRECORD (a publication of the TAMU Health Science Center) by Lauren Thompson, The column titled “Diet Myths Debunked” published online January 29, 2016.</td>
<td><a href="https://vitalrecord.tamhsc.edu/popular-diet-myths-debunked/">https://vitalrecord.tamhsc.edu/popular-diet-myths-debunked/</a></td>
</tr>
<tr>
<td>January, 2016</td>
<td>Interviewed about juicing for vitalRECORD (a publication of the TAMU Health Science Center) by Lauren Thompson, The column titled “You Asked: Is Juicing Healthy”; published online January 12, 2016.</td>
<td><a href="http://news.tamhsc.edu/?post=you-asked-is-juicing-healthy">http://news.tamhsc.edu/?post=you-asked-is-juicing-healthy</a></td>
</tr>
<tr>
<td>July, 2014</td>
<td>Interviewed about fad diets and vegetarian/vegan lifestyles and potential impact on oral health.for newsStand (online publication TAM-Baylor College of Dentistry and vitalRECORD (a publication of the TAM-Health Science Center) by Jennifer Fuentes, The column titled “Its not just about the waistline” was published online July 10, 2014.</td>
<td><a href="https://news.tamhsc.edu/?post=its-not-just-about-the-waistline">https://news.tamhsc.edu/?post=its-not-just-about-the-waistline</a></td>
</tr>
<tr>
<td>January, 2014</td>
<td>Interviewed for article about herbs and botanical based health care products for newsStand (online publication TAM-Baylor College of Dentistry and vitalRECORD (a publication of the TAM-Health Science Center) by Jennifer Fuentes, The column titled “Going Natural” was published online January 15, 2014.</td>
<td><a href="http://newsstand.bcd.tamhsc.edu/its-not-just-about-the-waistline">http://newsstand.bcd.tamhsc.edu/its-not-just-about-the-waistline</a></td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>July 2013</td>
<td>Interviewed for article about the dietetic internship program that I serve as a preceptor integrating dietetic interns into the dental hygiene clinic entitled “Faculty Member Integrates nutrition and dental hygiene fields” was published in Texas A&amp;M University Baylor College of Dentistry <em>Baylor Dental Journal</em>. 2012-2013; 52:6</td>
<td></td>
</tr>
<tr>
<td>July 11, 2013</td>
<td>Interviewed for article for Kids Eat Right by Jill Weisenberger MS, RDN, LD, FAND for article published on the Academy of Nutrition and Dietetic's <a href="http://www.eatright.org">http://www.eatright.org</a> titled “Eat Right for a Healthy Mouth and Teeth” on the topic of oral health care of kids, dietary factors that contribute to caries risk and suggestions for foods that have protective benefits against caries. <a href="http://www.eatright.org/resource/health/wellness/preventing-illness/eat-right-for-a-healthy-mouth-and-teeth">http://www.eatright.org/resource/health/wellness/preventing-illness/eat-right-for-a-healthy-mouth-and-teeth</a></td>
<td></td>
</tr>
<tr>
<td>May 30, 2013</td>
<td>Interviewed for Sports Drink Column for Baylor Dental Record Online by Jennifer Fuentes, The column titled “Sports drinks: Read before you swig” was published online June 2013. <a href="http://newsstand.bcd.tamhsc.edu/?s=sports+drinks">http://newsstand.bcd.tamhsc.edu/?s=sports+drinks</a></td>
<td></td>
</tr>
</tbody>
</table>
Television Interviews:

<table>
<thead>
<tr>
<th>Channel</th>
<th>Date</th>
<th>Interview Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WFAA Channel 8</td>
<td>February 13, 2006</td>
<td>Chocolate and Oral Health</td>
</tr>
<tr>
<td>WFAA Channel 8</td>
<td>February 14, 2005</td>
<td>Dental Health Check</td>
</tr>
<tr>
<td>WFAA Channel 8</td>
<td>February 10, 2004</td>
<td>Dallas, TX. Interview.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sports Drinks and Oral Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dallas, TX. Interview.</td>
</tr>
<tr>
<td></td>
<td>May 2005</td>
<td>High Protein Diets and Bad Breath</td>
</tr>
<tr>
<td></td>
<td>April 2004</td>
<td>Dental Health Check</td>
</tr>
</tbody>
</table>

Other Indices of Scholarly Service:

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judge for American Dental Educators (ADEA) Annual Session student posters; Boston, MA</td>
<td>March 8, 2015</td>
</tr>
<tr>
<td>Invited to participate in the American Dental Educators Association (ADEA) Faculty Learning Community (FLC) for revision process of the 2005 ADEA Compendium of Curriculum Guidelines.</td>
<td>Sept 2014</td>
</tr>
<tr>
<td>Participated in Annual Faculty Retreat at TAMBCD on Interprofessional Education by leading one of the breakout sessions.</td>
<td>January 2014</td>
</tr>
<tr>
<td>Participated in Summer Session Faculty Calibration; presented nutrition assessment forms utilized by second year dental hygiene students in the clinical setting.</td>
<td>July 2013</td>
</tr>
<tr>
<td>Invited to apply for membership and accepted into the American Academy of Dental Hygiene (AADH)</td>
<td>July 14, 2012</td>
</tr>
<tr>
<td>Submitted proposal in partnership with Dr. Janice DeWald and Dr. Dan Jones entitled “Engaging Students through Service Learning” for consideration in the topic selection process for the SACS Quality Enhancement Plan (QEP). Our proposed topic was not chosen.</td>
<td>December, 2009</td>
</tr>
<tr>
<td>Reviewer for 2007 American Dental Educators Association Annual session poster abstracts</td>
<td>Oct-Nov 2006</td>
</tr>
<tr>
<td>American Dental Educators Association Biochemistry &amp; Nutrition Section program planning for the Annual Session 2007</td>
<td>June 2006- July 2007</td>
</tr>
<tr>
<td>Judge for American Dental Educators Association student poster competition; San Diego, CA</td>
<td>2002</td>
</tr>
</tbody>
</table>
| Named as Baylor College of Dentistry Faculty Expert for media and publication inquiries in the area of diet, nutrition and oral health; now Texas A&M Experts. | 2002-present | https://experts.tamu.edu/experts/lisa-mallonoe
### Other Indices of Professional Service:

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date Start</th>
<th>Date End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Dentistry</strong> 11th annual MilesforSmiles; run/walk miles to raise money for those who can’t afford dental care.</td>
<td>November 2, 2019</td>
<td></td>
</tr>
<tr>
<td>Clinician Host, David Meinz, MS, RD, LD. Southwest Dental Conference</td>
<td>January 31, 2014</td>
<td></td>
</tr>
<tr>
<td>Clinician Host, Pam Smith, RD, LD. Southwest Dental Conference</td>
<td>January 26, 2006</td>
<td></td>
</tr>
<tr>
<td>Mayor’s Back to School Fair, personal contribution of time and skill in placement of fluoride varnish on school aged kids; also organize student participation and supervise their participation.</td>
<td>2006-present</td>
<td></td>
</tr>
<tr>
<td>Clinician Host, Southwest Dental Conference</td>
<td>January 21, 2005</td>
<td></td>
</tr>
<tr>
<td><strong>Baylor College of Dentistry</strong> Faculty and Staff Team Co-Captain for the Aetna SMILEWalk! Organized Participation and collected funds raised in support of the walk; Baylor came in 1st place for most funds raised.</td>
<td>2005-2009</td>
<td></td>
</tr>
<tr>
<td><strong>Group leader for Caruth School of Dental Hygiene curriculum review.</strong> The purpose of the workshop was to interact with dental hygiene faculty both in and out of our department to coordinate and identify areas of improvement. As a result, duplications were eliminated, sequencing and content of material were improved and evaluation methods were discussed.</td>
<td>August 2005</td>
<td></td>
</tr>
<tr>
<td>Invited to serve as a representative at a meeting of various community organizations and agencies regarding the low income children of Vickery Park Elementary school system. Discussed plans to establish a dental clinic to meet the needs of this underserved population.</td>
<td>March 2005</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for students to learn about public health careers through public health course lecture and a panel of representatives from the US Public Health Service, Indian Health Service and locally.</td>
<td>2004-present</td>
<td></td>
</tr>
<tr>
<td>Volunteer as Dietitian at Healthfit Expo, Dallas Convention Center</td>
<td>July 2004</td>
<td></td>
</tr>
<tr>
<td><strong>Baylor College Dentistry</strong> Children’s Dental Health Day Task Force. Appointed to work with other members of the task force to organize plans for implementation of Children’s Dental Health Day.</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>Baylor College of Dentistry, Volunteer to represent Baylor College of Dentistry as a member of the Special Smiles, Special Olympics Committee. Organized student participation. Screenings were provided by dental students. Dental Hygiene students provided oral hygiene instruction.</td>
<td>2001-2005</td>
<td></td>
</tr>
<tr>
<td>Organized and participated in health fair presented by senior dental hygiene students at Maurice Barnett Wellness Center</td>
<td>April 2003 -2005</td>
<td></td>
</tr>
<tr>
<td>Dental Hygienist, one half day per week for Community Dental Care, a United Way Agency, (formerly Dental Health Programs), a nonprofit provider of dental care and dental health education to low-income individuals in Texas. Provide dental care to the homeless at Stewpot Dental Clinic as well as to low income (primarily Hispanic population) at DeHaro Saldivar Health Center.</td>
<td>2002-2009</td>
<td></td>
</tr>
</tbody>
</table>
Collaborated with the City of Irving Public Health Department to provide input in the development of a dental health video that could be used to educate low income children on the importance of proper oral health care, a healthy diet for teeth and regular dental visits. The video was developed for use by after school programs for lower socioeconomic kids.  

Organized student participation at **Baylor College of Dentistry** for local “Race for the Cure”  

Special Smiles, Special Olympics—**Baylor College of Dentistry** committee member and volunteer. Organized student participation.  

### Outreach Programs for high school, junior high school, and elementary schools:

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Days of Taste</strong></td>
<td>Volunteer. An educational program of the American Institute of Wine and Food. Supervised and provided guidance for 5th graders from Stonewall Jackson Elementary, Dallas, TX.</td>
<td>April 14, 2011</td>
</tr>
<tr>
<td><strong>Highland Park High School Career Day</strong></td>
<td>Dallas, TX. Asked to speak to sophomore students about the profession of dental hygiene and dietetics.</td>
<td>April 2009, April 2008</td>
</tr>
<tr>
<td><strong>Richardson Independent School District Council of Parent Teacher Association, Pearce High School, Richardson, TX</strong></td>
<td>“Eating Epidemic” 2nd Annual Parent Information Seminar</td>
<td>January 27, 2004</td>
</tr>
<tr>
<td><strong>Bowman Elementary School, Dallas TX.</strong></td>
<td>Asked to present to athletic team members; coaches and school nurse. “Eating Disorders and the Athlete”.</td>
<td>October 31, 2002</td>
</tr>
</tbody>
</table>

### PROFESSIONAL MEMBERSHIPS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2017</td>
<td>American Diabetes Association</td>
<td>Regular member</td>
</tr>
<tr>
<td>2012-present</td>
<td>The American Academy of Dental Hygiene</td>
<td>Nominated member</td>
</tr>
<tr>
<td>2007-present</td>
<td>Dietetic Practice Group for Sports, Cardiovascular and Wellness Nutritionists</td>
<td>Regular member</td>
</tr>
<tr>
<td>2007-2011</td>
<td>Dietetic Practice Group for Dietitians in Complementary Care</td>
<td>Regular member</td>
</tr>
<tr>
<td>2006-present</td>
<td>Dallas Section, American Association of Dental Research</td>
<td>Regular member</td>
</tr>
<tr>
<td>2006-present</td>
<td>International Federation of Dental Hygienists</td>
<td>Regular member</td>
</tr>
<tr>
<td>2005-2011</td>
<td>Dietetic Practice Group for Dietitians in Business and Communications</td>
<td>Regular member</td>
</tr>
<tr>
<td>2004-present</td>
<td>Dietetic Practice Group for Dietitians in Complementary Care</td>
<td>Regular member</td>
</tr>
<tr>
<td>2004-present</td>
<td>Sigma Phi Alpha Beta Chapter</td>
<td>Nominated member</td>
</tr>
<tr>
<td>2002-present</td>
<td>Dietetic Practice Group for Nutrition Entrepreneurs</td>
<td>Regular member</td>
</tr>
<tr>
<td>2001-present</td>
<td>Texas Dental Hygiene Education Association</td>
<td>Regular member</td>
</tr>
<tr>
<td>2001-present</td>
<td>Dallas Dental Hygienists’ Society</td>
<td>Regular member</td>
</tr>
</tbody>
</table>
2001-present  Dietetic Practice Group for Nutrition Educators of Health Professionals  Regular member
2000-present  Texas Dietetic Association/Texas Academy of Nutrition and Dietetics  Regular member
2000-present  Dallas Dietetic Association/Academy of Nutrition and Dietetics  Regular member
1999-2000  Durham-Chapel Hill Dietetic Association  Regular member
1999-present  ADEA Section on Biochemistry and Nutrition  Regular member
1999-present  American Dental Education Association  Regular member
1998-present  Nutrition Educators of Health Professionals Dietetic Practice Group  Regular member
1998-present  American Dietetic Association/ Academy of Nutrition and Dietetics  Regular member
1994-present  The North Carolina Dental Hygiene Academy of Advanced Studies  Regular member
1992-2000  Greater Raleigh Dental Hygiene Society  Regular member
1990-2000  The North Carolina Dental Hygiene Association  Regular member
1990-present  American Dental Hygienists' Association  Regular member

<table>
<thead>
<tr>
<th>Contribution to Professional Memberships</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Academy of Dental Hygiene (AADH)</td>
</tr>
<tr>
<td>2018-present <strong>Appointed Member</strong>, Finance Committee</td>
</tr>
<tr>
<td>2013-2018 <strong>Appointed Member</strong>, Governing Council</td>
</tr>
<tr>
<td>2013-2017 Secretary</td>
</tr>
<tr>
<td>Academy of Nutrition and Dietetics  (<em>Formerly American Dietetic Association</em>)</td>
</tr>
<tr>
<td>Nutrition Educators of Health Professionals Dietary Practice Group</td>
</tr>
<tr>
<td>2017-2019 Treasurer</td>
</tr>
<tr>
<td>2016-2017 <strong>Chair</strong>, Nominating Committee</td>
</tr>
<tr>
<td>2015-2016 <strong>Chair</strong> Elect, Nominating Committee</td>
</tr>
<tr>
<td>2008-2009 <strong>Member</strong>, Nominating Committee</td>
</tr>
<tr>
<td>Nutrition Entrepreneurs Dietary Practice Group</td>
</tr>
<tr>
<td>2005-2006 <strong>Director</strong> of Resources and Recognition</td>
</tr>
<tr>
<td>2004-2005 <strong>Incoming Director</strong> of Resources and Recognition</td>
</tr>
</tbody>
</table>

American Dental Education Association  
2008-2009 **Chair**, Biochemistry and Nutrition Section  
2007-2008 **Chair Elect**, Biochemistry and Nutrition Section  
2006-2007 Secretary, Biochemistry and Nutrition Section
Dallas Dental Hygiene Society
  2014-2015 Delegate

Dallas Academy of Nutrition and Dietetics
  2011-2014 **Appointed Member**, Media Bureau
  2003-2005 **Chair**, Awards Committee

Sigma Phi Alpha, Beta Chapter
  2017-present **Member**, Nominating Committee
  2012-2017 **Chair**, Nominating Committee
  2012-2015 Secretary/Treasurer

**MANUSCRIPT REVIEW**

**Refereed Journals/Book/Chapter Review:**


2014-present  **Journal of Dental Education**


2011  **Journal of American Dental Association**

2008-2013  **Nutrition Research**


2006-present  **Journal of Contemporary Dental Practice**

2004-present  **Journal of the American Dietetic Association/Journal of the Academy of Nutrition and Dietetics**

2003-present  **Journal of Nutrition and Education Behavior**

**Journal Editorial Advisory Boards:**

2014-present  **The NEXTDDS, Academic Advisory Board**

2006-present  **Journal of Dental Hygiene,**  Editorial Review Board

**GRANT REVIEWS:**

July 2018  Ad hoc Reviewer, Academy of Nutrition and Dietetics Foundation Colgate Palmolive Grant Review Committee

July 2017  Ad hoc Reviewer, Academy of Nutrition and Dietetics Foundation Colgate Palmolive Grant Review Committee

Jan 2007  Ad hoc Reviewer, SMARTbody program, Wilkerson Center, Dallas, TX
ACADEMIC COMMITTEE ACTIVITIES AND OFFICES:

College of Dentistry
2018 (appointed)-2021 Promotion and Tenure Committee
2016 (appointed)-present To Better Serve Faculty Development Loan Repayment Program Selection Committee
2013-present (appointed) Inter Professional Education Committee
2012 (appointed) Outreach Strategic Planning Committee
2012- (appointed) Dental Hygiene Curriculum Subcommittee, Member
2011-present (volunteered) Peer Review Team
2011-2016 (elected) Faculty Grievance Committee
2008-2013 (appointed) Dental Hygiene Admissions Committee
2006-2007 (volunteered) Student Promotions Committee, Vice Chair
2005-2008 (volunteered) Student Promotions Committee
2006-2007 (volunteered) New Faculty Orientation Task Force
2004 (volunteered) Children’s Dental Health Day Task Force
2003 (appointed) Dress Regulation Review Committee
2001-2005 (volunteered) Student Faculty Review Committee
2001-present (appointed) Dental Hygiene Advisory Board
2002-2016 Baylor College of Dentistry Faculty Expert

Health Science Center
2016- present (appointed) Interprofessional Education Leadership Team Committee
2010-2012 (appointed) Core Curriculum Review Committee

Texas A&M University
2016- present Texas A&M Expert for Media Inquiries (formerly Baylor College of Dentistry) https://experts.tamu.edu/experts/lisa-mallonee

ADVISORY BOARDS
2019-present ProBiora™ Health Dental Advisory Board
2016-present Baylor University Medical Center Dietetic Internship Advisory Council
2004-2008 Texas Women’s University Department of Nutrition Advisory Board Member

TEACHING AND MATERIALS DEVELOPED

Oral Disease Risk Assessment (ODRA): Nutrition Risk Assessment Form

| Fall 2014 | Updated Nutrition Risk Assessment form on Axium and Modified Diet Practices section. Students are able to add the form and print out a copy to provide patient education on oral disease risk in relation to dietary intake. |
| Summer 2007 | Revised nutritional screening portion of ODRA Risk Assessment form. The form is a modified version of one developed for the Nutrition Screening Initiative. https://nutritionandaging.org/wpcontent/uploads/2017/01/DetermineNutritionChecklist.pdf This form is used to identify patients at nutritional risk in regards to their oral |
health and overall health. This assessment form encourages the dental hygiene student to identify those patients in need of basic dietary counseling as well as those who require further nutrition/medical advice. Students are encouraged to make recommendations to their patients to seek professional care if indicated. Adapted this concept from similar assessment tool utilized at Tufts School of Dental Medicine with permission from Carole Palmer, EdD, RD.

**Dietary Assessment Forms**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>Modified the 24 hour dietary recall form to reflect the updated MyPlate Food Guidance System.</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Developed forms to evaluate a patient’s dietary intake in order to further assess their oral condition. A five day food record and a 24 hour dietary recall pamphlet were created for student use in the clinic setting. These forms are introduced each year during lecture in Biomedical Sciences II and further reinforced during the six weeks of lecture in Comprehensive Care Dental Hygiene Seminar.</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>Modified the 24 hour dietary recall form to reflect the updated Food Pyramid.</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>Developed forms to evaluate a patient’s dietary intake in order to further assess their oral condition. A five day food record and a 24 hour dietary recall pamphlet were created for student use in the clinic setting. These forms are introduced each year during lecture in Biomedical Sciences II and further reinforced during the six weeks of lecture in Comprehensive Care Dental Hygiene Seminar.</td>
</tr>
</tbody>
</table>

**Grading Rubrics**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Revised grading rubrics for Comp Care Nutrition patient selection, analysis, and counseling. Revised criteria and grading rubrics for the Community Project Implement 2019.</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Developed grading rubrics for the Comp Care Nutrition patient selection, analysis, and counseling. Developed grading rubric for the Community/Public Health course Fluoride Position Paper.</td>
</tr>
</tbody>
</table>

**Baylor University Medical Center Dietetic Internship Lecture and Rotation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>Developed 2 hour presentation and hands on application on Nutrition Focused Physical Assessment</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>In collaboration with Rose Pounders, the Dietetic Intern Coordinator at Baylor University Medical Center to create a rotation for the Baylor Dietetic interns in the dental clinic. BUMC accepts 8 to 9 interns accepted each year. Prior to graduation, they must accumulate 900-1200 clinical hours to be eligible to acquire eligibility to sit for their board exam. The program at BUMC is quite progressive allowing the students to gain experience in a variety of clinical settings. This decade long collaborative endeavor has had a positive impact on TAMU-BCD senior dental hygiene students, BUMC dietetic interns and the patients for whom we provide care. It allows students from the two disciplines to interact with one another in provision of comprehensive patient care. The dental clinic rotation encourages collaboration/appropriate referrals between dietetic and dental hygiene professionals.</td>
</tr>
</tbody>
</table>
CLINICAL AND EDUCATIONAL COURSES ATTENDED TO IMPROVED TEACHING

2019


The Dental Hygienist as a Non-Physician Primary Care Provider: Exploring the Role of the Dental Hygienist in Medical Screening. Casey Hein, RDH, MBA. ADHA, Louisville, KY. June 22, 2019. 2.0 CEU.

USPHS Dental Hygienists- A Uniformed Service, Oral Health Team Dedicated to the Health and Wellness of the Nation. LCDR Jennifer Curtis, RDH, LT Latasha Turner, RDH. ADHA, Louisville, KY. June 22, 2019. 1.0 CEU.

Pedagogical Practices for the Dental Hygiene Educator. Kemaly Parr, RDH, PhD. ADHA, Louisville, KY. June 21, 2019. 2 CEU.

From Assessment to Ascension: Components of the Exceptional Dental Hygiene Treatment Plan. Hands-on Workshop. Marianne Dryer, RDH. 2-5pm. ADHA, Louisville, KY. June 21, 2019. 3 CEU.

Educators Workshop: The New Periodontal Classification. Multiple RDH speakers including Henry Greenwell, DMD, MSD. ADHA, Louisville, KY. June 20, 2019. 2 CEU.

TAMU Center for Teaching Excellence Workshop: Promotion Active & Inclusive Engagement in the Classroom. Caruth Faculty Development Workshop. May 20, 2019 1-2pm.


2018


Preventing Metabolic Adaptation During Weight Loss. Academy of Nutrition and Dietetics. Washington, DC. October 21, 2018. 2 CEU

Expo Briefing: Brittle Bone Concerns are just as Important for Men as Women. Academy of Nutrition and Dietetics. Washington, DC. October 21, 2018. 1CEU


Your PDP&Practice Competencies. What's Next&What's in it for you? Academy of Nutrition and Dietetics. Washington, DC. October 22, 2018. 1.5 CEU

Changing the World through the Power of Food. Academy of Nutrition and Dietetics. Washington, DC. October 22, 2018. 2 CEU
Educational Methodology 101. (7 Modules: Teaching Presentations, Clinical Teaching Tips, Planning and Assessment, Teaching and Learning Preferences, Creating Effective Presentations, Case Based Learning.) September 28, 2018


Faculty Development and Calibration: Geriatric Dentistry. TAMU College of Dentistry. May 24, 2018. 1 CEU.


2017


Developing Effective Interactions with Today’s Faculty and Dental Students. Steven Schwartz, DDS. 1 CEU. P&G Online Interactive Course. January 3, 2017.

Master Teacher Development Process Online Module 1-5 (Mod 1: Defining Good Teaching; Mod 2: Planning a Class; Mod 3: Fundamentals of Classroom Success; Mod 4: Questioning Techniques; Mod 5: Critical Thinking)


TDHA SCADHA Table Clinics. 1.5 CEU. Texas Dental Hygienist Association Annual Session. January 28, 2017.

Strategies for Developing a Quality Course: Teaching Methodologies/Faculty Development. Cynthia C. Gadbury-Amyot. 1 CEU Online. P&G Online Interactive Course. March 27, 2017


Student Table Clinic Presentations hosted by Dallas Dental Hygiene Society. TAMU College of Dentistry. Dallas, TX April 6, 2017

Conflict Resolution in Allied Dental Education. Pamela Zarkowski. 1.5 CEU. ADEA Allied Dental Program Directors Conference. Baltimore, MD. June 3, 2017
How to Achieve Work Life Balance and Avoid Burnout. Lynn Hughes. 1.5 CEU. ADEA Allied Dental Program Directors Conference. Baltimore, MD. June 4, 2017

Skilled Presentations for Allied Dental Professionals. Nora Powell, Susan Rywell Martin. 1.5 CEU. ADEA Allied Dental Program Directors Conference. Baltimore, MD. June 4, 2017


An Overview of Cardiovascular Disease and Dental Considerations. Thomas Viola RPh, CCP, PhRS ADHA 2017 Annual Session. Jacksonville, FL. 2 CEU. June 15, 2017


2016

Dentin Hypersensitivity; Current Concepts in the Management of a Common Problem. Annette Wolfe RDH, BS. Caruth School of Dental Hygiene In-Service Faculty Retreat. August 10, 2016. 1 CEU.

Toothpaste: Unlocking the Mystery. Annette Wolfe RDH, BS. Caruth School of Dental Hygiene In-Service Faculty Retreat. August 10, 2016. 1 CEU.

New Products, New You! What We need to Know to Create the Most Value in Our Health Care Industry. Tricia Osuna RDH. RDH Under One Roof. Washington, DC. July 28, 2016. 2 CEU.
Wellness:  50 Shades of Inflammation! Uche Odiatu, DMD. RDH Under One Roof. Washington, DC. July 28, 2016. 3 CEU


The Inside and Outside of Dental Health. Shirley Gutkowski, RDH, BSDH. RDH Under One Roof. Washington, DC. July 29, 2016. 2 CEU.

How to Eat Candy. Dr. Biran B. Novy. RDH Under One Roof. Washington, DC. July 29, 2016. 2 CEU.

The RDH View’ LIVE: The 8 Simple Secrets to Ensuring YOU are Indispensable in the Dental Practice. RDH Under One Roof. Washington, DC. July 30, 2016. 2 CEU

Its Time to Talk About Sex in Dentistry..HPV and Its Link to Oral Cancer. RDH Under One Roof. Washington, DC. July 30, 2016. 2 CEU

CPR Recertification Training May 21, 2016. (RETAKE DUE in 2018)

2016 Morris Minton Lectureship - Care Versus Commerce: A Challenge to Professional Integrity. Dr. Phyllis L. Beemsterboer. TAMU College of Dentistry. Dallas, TX. April 12, 2016. 1.5 CEU.


2015

Diabetes Teamwork: Collaboration, Coordination and Control. Interprofessional Continuing Education Course. Dr. Celeste Abraham, Ms. Daphine Taylor, Ms. Anabelia Zurita, RD. Texas A&M Baylor College of Dentistry Center for Excellence. Dallas, TX. October 17, 2015. 3 CEU.

Brauman Bell Alpha Omega Lectureship. Dr. Michael T. Osterholm. Dallas, TX. September 15, 2015. 1.5. CEU


Big Patients Big Consequences: Obesity and the Implications for Dentistry. RDH Under One Roof. Stacy McCauley, RDH. July 15, 2015. 4 CEU.


Turbocharge Your Communication Skills in the Classroom and the Clinic. American Dental Educators Association (ADEA). Boston, MA. March 7, 2015. 1.5 CEU.

Incorporating Dental Education for Primary Care through Interprofessional Collaborative Practice. ADEA. Boston, MA. March 7, 2015. 1.0 CEU.
Teaching and Learning with Emerging Technologies and Informatics: Short Talks. ADEA. Boston, MA. March 7, 2015. 1.5 CEU.

Getting Your Work Published in Journal of Dental Education. ADEA. Boston, MA. March 7, 2015. 1.5 CEU.

Raising the Presentation Quality of Your Manuscript. ADEA. Boston, MA. March 7, 2015. 1.5 CEU.

2014


Glycemic Treatment of Older Patients with Diabetes. FNCE. October 20, 2014. Atlanta, GA. 1.5 CEU.

The Science of energy balance: What we do and don’t know. FNCE. Atlanta, GA. October 20, 2014. 1.5 CEU.

The Why, What, and How of Flipping Your Classroom. FNCE. Atlanta, GA. October 20, 2014. 1.5 CEU.

Personalized Medicine: The Changing Landscape of Health care. FNCE. Atlanta, GA. October 19, 2014. 1.5 CEU

Product Presentation. Texas Dental Hygiene Association. San Marcos, TX. September 26, 2014. 1.0 CEU.


Using a Facilitative Nutrition Counseling Approach. Dr. Warren Karp. ADHA Annual Session. Las Vegas, NV. June 20, 2014. 3 CEU.

Surviving and Thriving in the Academic Environment. Dr. Judith Albino. TAMBCD Lecture Series. May 27, 2014. 4 CEU.

32 Teeth and 100 Birthdays. David Meinz. Southwest Dental Conference. Dallas, TX. January 31, 2014. 3 CEU.


2013

ADEA Regional Faculty Development Workshops: Bringing inter IPE Home. Raleigh, NC. December 5-6, 2013. 6.5 CEU.
2013 Brauman-Bell Alpha Omega Lectureship. TAMHSC-Baylor College of Dentistry. Dallas, TX. October 24, 2013. 1.5 CEU.

Herbal Medicines and Dentistry. Ann Spolarich. TAMHSC-Baylor College of Dentistry. Dallas, TX. October 11, 2013. 3 CEU.

Managing Oral Health in Patients with Systemic Disease and Disorders. Dr. Brent Hutson. TAMHSC-Baylor College of Dentistry. Dallas, TX. September 26, 2013. 1.5 CEU.

Modified Diets-Do You Know the Oral and Nutritional Implication? Tammy Swecker. ADHA Annual Session. Boston, MA. June 22, 2013. 2 CEU.


Dental Hygiene National Board Review. Dental Hygiene Seminars, Inc. Dallas, TX. January 4-6, 2013. 24 CEU.

2012


The Five Ws of Xylitol, Kris Potts, RDH. Dallas Dental Hygiene Society. Baylor College of Dentistry. March 8, 2012. 1.5 hours CEU.

Nutrition for the Dental Team, Dr. Tieraona Low Dog. Southwest Dental Conference. Dallas, TX. January 12, 2012. 3 hours CEU.

Women’s Health Across Lifespan, Dr. Tieraona Low Dog. Southwest Dental Conference. Dallas, TX. January 12, 2012. 3 hours CEU.

Dietary Supplements and Oral Health Southwest Dental Conference. Dr. Tieraona Low Dog. Dallas, TX. January 13, 2012. 3 hours CEU.

The Body Mouth Link: Make the Connection. Dr. Odiatu. Southwest Dental Conference. Dallas, TX. January 14, 2012. 3 hours CEU.

2011

Calibration in the Clinical Setting. Cheri Kading. Faculty In-service. August 11, 2011.

Fundamentals of Evidenced Based Dentistry. Dr. Bob Hutchins, Dr. Bob Hinton, Emmet Schneiderman. Summer 2011. 21 hours CEU.

General Dentistry Management of the Medically Complex Patient. Dr. Brent Hutson. June 17, 2011. 7 hours CEU.

Nutrition and Chronic Disease: Obesity, Diabetes and Cardiovascular Disease. Dr. Warren Karp. Southwest Dental Conference. Dallas, TX. January 14, 2011. 3 hours CEU.


2010


Advancing Dental Hygiene Knowledge through Qualitative Research. ADHA. Las Vegas Nevada. June 25, 2010. 3 hours CEU.


Eat Well, Age Well! Pam Smith. Southwest Dental Conference. Dallas, TX. January 21, 2010. 3 hours CEU.

The Oral Systemic Connection in Daily Practice. Brian Mealy DDS. Southwest Dental Conference. Dallas, TX. January 22, 2010. 6 hours CEU.

Web 2.0 and Education 2.0: Implications for Dental Education. Annual Faculty Retreat. January 7, 2010. NO CEU.

2009


“Supplements, Vitamins and Food—Oh MY! A Guide to Oral and Overall Health”. Donna Brogan, RDH. October 30, 2009. 3.0 CEU.

“The Peridontal and Health Benefits of Orthodontic Treatment with Invisalign”. Linda Crawford DDS. November 12, 2009. 1.5 CEU.

Using Humor, Media, and Gaming to Enhance Clinical Learning. ADEA. Phoenix, AZ. March 15, 2009. 3 CEU.

Open Your Doors to the New Periodontics: Opportunity is Knocking! Tim Donley. Southwest Dental Conference. Dallas, TX. January 23, 2009. (Repeat) October 2, 2009. 6 hours CEU.

Top Selling Dietary Supplements: What You Should Know. Tieraona Low Dog, MD. Southwest Dental Conference. Dallas, TX. January 23, 2009. 3 hours CEU.


2008

Dietetics Preceptor Training Course. (online) Commission on Dietetic Registration. Completed 12-17-08. 8 CEU.

Hazard, Communications, Bloodborne Pathogens, Workplace Violence, FERPA: Baylor College of Dentistry. Completed 12-16-08


2007


Vitamin D: Health Promotion, Disease Prevention and Treatment. FNCE 2007. Philadelphia, PA. October 1, 2007. 1.5 CEU.


Bisphosphonate Induced Osteonecrosis of the Jaw. Baylor College of Dentistry. April 2, 2007. 1 CEU.

Active Learning Strategies for Millennials/Generation Y Students. ADEA Annual Session. New Orleans, LA. March 18, 2007. 3 hours. Dr. Judith Skelton

Integration fo the “Perio-Systemic Connection” into Dental and Dental Hygiene Curricula. ADEA Annual Session. New Orleans, LA. March 18, 2007. 2 hours. Rebecca Wilder, Dr. Jeffrey Lifante; Dr Anthony Iacopino


2006

My Pyramid: USDA’s New Food Guidance System. USDA Center for Nutrition Policy and Promotion (online powerpoint presentation) 2 CEU

My Pyramid Food Guidance System Education Framework. USDA Center for Nutrition Policy and Promotion. (online) 1 CEU

ODRA Treatment Planning and Calibration Exercises, Annual Faculty In-Service. August 10, 2006. 3 hours. Ms. Pat Campbell and Dr. Tabitha Tavoc (co-organizers).

Nutrition and Oral Health in the Aging Aged: Research and Clinical Implications for Dental Education. March 10, 2006. ADEA, Orlando, FL. 2 CEU

Community Based Dental Education: The Key to Successful Programs. March 9, 2006. ADEA, Orlando, FL. 2 CEU

Differential Diagnosis. John Wright, TDHEA Annual Conference. February 3, 2006. Dallas, TX. 3 CEU

‘The Health History and It’s Relationship” Irene Oldfather, Southwest Dental Conference January 26, 2006, 3 CEU

“BCD Peer Review: Another Faculty Development/Education Tool”. Center for Community Cooperation, Faculty Retreat. January 4, 2006. 6 CEU

2005


Instrumentation (15/16, 17/18, files) and Ultrasonic Instrumentation: Calibration of Teaching Methodologies in Clinic. Pat Campbell and MaryLou Gutmann. August 11, 2005.


“Peer Review: An Integral Component of Teaching Evaluation”. Faculty Retreat. January 5, 2005. 6 CEU; Small group discussion in the afternoon. 8:30-3:30.
2004

Infection Control. Student Attire. Dental/Dental Hygiene rotation protocol. Ms. JoAnn Scofield/Dr. Cherie Reeves in-service. 8-12-2004. 3 CEU

Instructional Computer Lab Course on Power Point XP and Insertion of Videos Instructor: Scott Frederick, 1 hour, July 2004.


“What Good is A Dead Patient with Perfect Teeth”. David Meinz, MS, RD. June 23, 2004. ADHA Annual meeting. Dallas, TX. 3 CEU.


“Nutrition Update Relating the Current Dietary and Nutritional Guidelines to Patients and Clients”. Southwestern Dental Conference, Dallas, TX, Dr. Warren Karp presenter, January 8, 2004. 6 CEU


2003


“Writing Stronger Scholarly Articles: From Concept to Commas” Bill Hendricson, MS, MA; Lynn Whittaker. ADEA 2003 Annual Meeting, San Antonio, TX. March 9, 2003. 3 CEU.


2002


Dental Public Health Workshop: Network with the Educators, University of New Mexico, Albuquerque, New Mexico, October 2-4, 2002, 15 CEU.

“12th Annual Teaching Skills for Health Professions Educators”, Medical College of Georgia Continuing Education Programs, Savannah, GA. August 1-4, 2002. 17.25 CEU.

“Community Health Workshop”, UTHSCSA. San Antonio, TX. June 20, 2002. 6 CEU.

“27th Annual Public Health Nutrition Update Conference”, Chapel Hill, NC. UNC-School of Public Health Nutrition Department, April 18, 2002. 6 CEU Baylor College of Dentistry Student Research Day, Baylor College of Dentistry, Dallas, TX, April 10, 2002. 3 CEU.


“Nutrition Update 2002”. Southwestern Dental Conference, Dallas, TX, Dr. Warren Karp presenter, January 11, 2002. 6 CEU.

The Dental Hygiene National Board Review 2002 Session, Dallas, TX. , Dental Hygiene Seminars, Inc. Jan 2-4. 30 units earned (do not qualify as CEUs)

2001

“Oral Pathology for the Dental Hygienist”. Baylor College of Dentistry, Dallas, TX, Dr. John Wright presenter, September 15, 2001. 7 CEU.

“The Role of Biomedical Sciences in the Practice of Dentistry”. Baylor College of Dentistry, Dallas, TX, Dr. John Wright presenter, August 13, 2001. 1 CEU

2001 Tri School Faculty Retreat: “Sharing Faculty Resources”. Baylor College of Dentistry/Austin, TX. June 13-15, 2001

Texas Dental Hygiene Educators’ Conference. Austin, TX. March 23-24, 2001 Participated in Team Learning Workshop on March 24, 2001 in conjunction with the TDHEC

Periodontal Implications in the Etiology of Systemic Disease. Dr. McQuade. Southwestern Dental Conference. Dallas, TX. February 2, 2001. 1 CEU.

Periodontics and Systemic Disease (morning session) Oral Medicine in the New Millennium (afternoon session). Southwestern Dental Conference. Dallas, TX. February 2, 2001. 6 CEU

2000


“Quarter to Semester System Conversion at Baylor College of Dentistry”. Faculty Retreat--curriculum review workshop. Baylor College of Dentistry. November 17, 2000. 8:00-4:30

Faculty Development: University of Texas Health Science Center at San Antonio Dental School. Observation of the role of a dietitian in a dental school and direct participation. Connie Mobley, PhD, RD. September 11 -September 15, 2000.
EDUCATION

January 2013 - May 2016  
Texas A&M Health and Science Center  
Masters of Science (M.S.)  
Education for Healthcare Professionals Master of Science Program

January 2013 – May 2014  
Texas A&M Health and Science Center  
Certificate in Education for Healthcare Professionals

August 2010 - May 2014  
Texas A&M University Baylor College of Dentistry  
Doctor of Dental Surgery (D.D.S.)

August 2006 - May 2010  
The University of Texas at Austin  
Bachelor of Science (B.S.)  
Human Development and Family Sciences/Pre-Dental

LICENSURE

Texas Licensed Dentist, Issued 2014  
Status: Active  
License Number: 29971

DPS: E0207985  
DEA: FA4742575  
NPI: 1245646181

CERTIFICATIONS

First Dental Home, 2014  
Level 1 Minimal Sedation, Renewed 2017  
Nitrous Oxide Permit, Renewed 2017  
Invisalign, Issued 2014  
CPR- Health Care Provider, Renewed 2019

PORTFOLIOS

Dental Portfolio: www.padesanyadds.weebly.com  
Education for Healthcare Professionals Portfolio: www.padesteaching.weebly.com

SUMMARY OF QUALIFICATIONS

Experienced and competent in the following:

Operative Dentistry
  • Esthetic anterior composite restorations, posterior composite and amalgam restorations, inlays and onlays

Oral Surgery
  • Extractions: routine, surgical, partially impacted, and retained root fragments
  • Pre-Prosthetic Procedures: aveloplasty, tori removal, and frenectomies

Fixed Prosthodontics
  • All porcelain and zirconia (anterior and posterior) restorations, full gold crowns, porcelain fused to metal, anterior veneers, as well as, crown and bridge provisional restorations
• Prefabricated and custom made post and core placement

Removable Prosthodontics
• Immediate dentures, conventional dentures, maxillary/mandibular removable partial dentures and maxillary/mandibular interims

Endodontics
• Anterior and posterior root canal therapy using SybronEndo system or ProFile system, Guttacore or Gutta percha cones and an Apexfinder

Periodontics
• Periosurgery (flap surgery and crown lengthening), scaling/root planning, diagnostic workup, and prophylaxis

Pediatric
• Prophylaxis, fluoride application, sealants, composite and amalgam restorations, stainless steel crowns, extractions, lap exams, and anticipatory guidance
• Pulpectomy and pulpotomy procedures

Radiology
• Performing and analyzing panoramic radiographs, full mouth series, and cone beam CT
• Use of self-developing films and digital radiography

Other Skills
• Capable of working with a large Spanish speaking population and intend to continue learning the language
• Capable of working with a large population of patients with mental illness diagnoses

PROFESSIONAL EXPERIENCE

• August 2017 - Present  Texas A&M University College of Dentistry  
Employee: Director of the Office of Student Development; Director of the Post-Baccalaureate Program; Director of Professional Ethics; Director of Education for Healthcare Professionals for Dental Students; Clinical Assistant Professor for Department of Comprehensive Dentistry; Early Acceptance Program liaison; Admissions Committee member for the Office of Recruitment and Admissions

• September 2016 - October 2018  Mission East Dallas Community Dental Clinic  
Federally Qualified Health Center  
Employee: General dentist and preceptor to D3 and D4 dental students.

• August 2014 - August 2016  Community Health Centers of South Central Texas  
Federally Qualified Health Center  
Employee: Sole general dentist at the Bastrop Community Dental Center.

• August 2011 - May 2012  Baylor College of Dentistry, Dallas TX  
Biochemistry Tutor: Tutored D1 students in Biochemistry throughout the semester.

ADDITIONAL EXPERIENCE AND PERSONAL DEVELOPMENT

• September 2018  Continuing Education, Dallas, TX  
Management of the Medically Compromised Dental Patient  
Digital Impression CAD/CAM Workshop  
Energize Your Life

• January 2018  Continuing Education, Dallas, TX  
An Introduction to Substance Use Disorders for Dental Professionals


- **September 2017**  
  **Continuing Education**, Dallas, TX  
  Level 1: Minimal Sedation Continuing Education and Renewal

- **May 2017**  
  **Continuing Education**, Dallas, TX  
  Fluoride Best Practices & Dental Benefits

- **October 2016**  
  **Continuing Education**, Dallas, TX  
  A History and Update of Fluoride Dentifrices  
  Achieving Patient-centered Care through Interprofessional Collaborative Practice  
  An Update on Demineralization/Remineralization  
  Xerostomia: A Continuing Challenge for Oral Healthcare Professionals

- **May 2016**  
  **Presentation of Pilot Study**, Texas A&M University College of Dentistry  
  An Exploration of the Oral Health and Education Experiences of Former Drug Abusers in South Central Texas.

- **November 2015**  
  **Continuing Education**, Indianapolis, IN  
  HRSA's Role in Improving Oral Health Access and Outcomes  
  Operational Risk Management and Prevention within FQHC Dental Program  
  Innovative Approaches to Providing Oral Health Care to Vulnerable Populations  
  Medical Emergencies in the Dental Office  
  Critical Issues Affecting Access to Oral Health Care  
  Current Endodontics: Clinical Perspective and Hands on Diagnosis and Management of Oral Mucosal Pathology  
  The integration of Oral Health with Primary Care in Health Centers

- **December 2012 - 2014**  
  **Vecino Health Center, Dr. Martha Wade**, Houston, TX  
  **Shadow and Volunteer**: Observed community dental setting, volunteered to work with patients and assist Dr. Wade.

- **July 2012 - 2013**  
  **Emergency Extraction Clinic**, Baylor College of Dentistry  
  **Volunteer**: Performed non-surgical and surgical extractions on emergency patients and completed new patient screenings.

- **May 2012 - July 2013**  
  **DFW Community Dental Preceptorship**, Dallas and Arlington, TX  
  Observed community dental setting, charted for new patient exams, assisted dentists and performed cleanings at multiple community dental clinics including the Juvenile Detention Center, Mission Health Arlington, and Dental Health Arlington.

- **May 2009 - July 2009**  
  **Baylor College of Dentistry Summer Pre-Dental Enrichment Program**, Dallas, TX  
  **Participant and Vice President**: A grant funded Health Careers Opportunity Program (HCOP). It is designed to increase dental career awareness and to help students from underserved communities become more competitive dental school applicants by offering academic activities and opportunities.

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**PROFESSIONAL AFFILIATIONS AND LEADERSHIP**

- **2019 - Present**  
  Christian Medical Dental Association, Faculty Sponsor

- **2019 - Present**  
  Academic Professional Track Faculty, Committee Member

- **2019 - Present**  
  Inclusion Diversity Equity and Access, Committee Member

- **2014 - 2016**  
  Capital Area Dental Foundation, Member

- **2014 - Present**  
  Texas Dental Association, Member
• 2014 - Present  
  American Dental Association, Member

• 2013 - Present  
  Texas Association of Community Health Centers, Member

• 2013 - 2014  
  American Dental Education Association (ADEA) Student Chapter at BCD  
  Secretary: Took minutes at meetings and prepared a list of goals along with activities for the year. Coordinated the application process for awards given by ADEA CoSRF.

• 2013 - 2014  
  HSC Student Government Association  
  Office of Research and Graduate Programs Alternative Representative: Served as a voice of the HSC student body to help strengthen HSC components.

• 2013  
  ADEA: Impact of Culture on URM Health Professional Students  
  Panelist: Described school experiences and how cultural climate has affected enrollment decisions, learning, social interactions and practice employment goals.

• 2013 - Present  
  COE Annual Oral Health Conference Steering Committee, Member

• 2012 - Present  
  National Network for Oral Health Access (NNOHA), Member

• 2012 - Present  
  Academy of General Dentistry, Member

• 2012 - 2013  
  Baylor College of Dentistry Student Ambassador  
  Attended the ADA Student Ambassador meeting in San Francisco. Discussed and presented various methods and ideas to promote diversity in the dental profession to the faculty members and students of Baylor College of Dentistry.

• 2011 - Present  
  Delta Sigma Delta Dental Fraternity, Member  
  D2 Representative, 2011-2012

• 2010 - Present  
  Student National Dental Association (SNDA)  
  D4 Representative, 2013-2014  
  President, 2012-2013: Delegated officer duties and oversaw all organization functions.  
  Community Service and Impressions Program chair, 2011-2012  
  Organized health fair opportunities for members. Coordinated Impressions program event for prospective dental students that provided network opportunities and mentorship from dentists, dental students and faculty.

• 2010 - 2014  
  American Student Dental Association (ASDA), Member

• 2010 - Present  
  Christians Medical and Dental Association (CMDA), Member

• 2010 - 2011  
  Student Research Group – Baylor College of Dentistry, Member

DENTAL RESEARCH

• 2016  
  An Exploration of the Oral Health and Education Experiences of Former Drug Abusers in South Central Texas  
  Student Researcher: A qualitative pilot study conducted in fulfillment for the Education for Healthcare Professionals Masters of Science program. This study focused on a sociological/behavioral aspect of the use of illicit drugs and oral health education as a method of intervention or prevention.

• 2011  
  Bisphosphonates and Osteonecrosis of the Jaw, Dr. Jayne Reuben  
  Student Researcher: Examined the effect of zoledronic acid on SOCS3 expression.
AWARDS AND HONORS

• June 2018  
  Summer Pre-Dental Enrichment Program Collegiate I - Texas A&M University College of Dentistry - Keynote Speaker  
  Speaker for a program that helps students from underserved communities become more competitive dental school applicants by offering academic activities and opportunities.

• May 2018  
  Student National Dental Association - Texas A&M University College of Dentistry  
  Guest speaker for “Life After Baylor” - An event held for graduating dental students to help prepare and guide them through the transition from being a student dentist to a licensed practicing dentist.

• Oct 2017  
  Texas Med/Dent Roundup by TMDSAS and JAMP - Keynote Speaker  
  Speaker for a conference hosted by the Texas Health Education Service and the Texas Medical and Dental Schools Application Service. The conference connects prospective doctors and dentists to the resources they need when preparing to apply to professional graduate schools.

• Sept 2015  
  Spotlight on Alumni Article  
  An article written by Texas A&M University Baylor College of Dentistry in recognition of Centers of Excellence fellows who give back to the community and provide care to the underserved population.

• May 2014  
  Delta Dental Student Leadership Award - Baylor College of Dentistry  
  An award and scholarship for a student who displays leadership skills, a history of public service commitment by civic and community involvement related to dental service and has a history of outstanding service or accomplishments in the field of dentistry or related science.

• May 2013  
  President’s Scholarship - Baylor College of Dentistry  
  A scholarship for students who exemplify leadership, professionalism, academic performance and commitment to community service.

• January 2013  
  Center of Excellence Grant - Baylor College of Dentistry  
  A grant intended for COE fellows who aspire to pursue their Master of Science Degree in Education for Healthcare Professionals and a career in dental academia.

• August 2010  
  Academic Scholarship – Baylor College of Dentistry  
  A scholarship based on the previous undergraduate academic record indicated by GPA’s.

• May 2009  
  The 2009 Towers Award  
  An outstanding student volunteer award by the University of Texas Volunteer and Service Learning Center.

• May 2009  
  Aspire Community Service Award  
  A recognition award by the College of Natural Sciences for students who have exemplified service on campus and in the community.

References provided upon request
CURRICULUM VITAE

Regina Beard, EdD, RN
(Bentley, R. prior to 7/24/19)
beard@tamu.edu

PROFESSIONAL REGISTRATION:
- RN Alabama License   #1-032342 (active)
- RN Texas License    #755639 (active)
- Certified Nurse Educator (CNE)  2008-2018 (inactive)

EDUCATION:

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<tr>
<th>Year</th>
<th>Degree</th>
<th>Major</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2016</td>
<td>Certificate</td>
<td>Virtual Instructor</td>
<td>Texas A&amp;M University</td>
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<tr>
<td>2004</td>
<td>EDD</td>
<td>Adult Education</td>
<td>Auburn University</td>
</tr>
<tr>
<td>1989</td>
<td>MSN</td>
<td>Nursing</td>
<td>Troy State University</td>
</tr>
<tr>
<td>1977</td>
<td>BSN</td>
<td>Nursing</td>
<td>Jacksonville State University</td>
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PROFESSIONAL EXPERIENCE:

<table>
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<tr>
<th>Years</th>
<th>Title/Rank</th>
<th>Institution</th>
<th>Functional Area</th>
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<tbody>
<tr>
<td>09/18-present</td>
<td>Assistant Vice Chancellor TAMU System and Interim Director, Clinical Learning Resource Center</td>
<td>Administration</td>
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<td></td>
<td>Clinical Associate Professor College of Nursing</td>
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<td>Clinical Associate Professor College of Medicine</td>
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<td>Global Health Liaison for College of Medicine</td>
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<td>Texas A&amp;M Health Science Center</td>
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<tr>
<td>06/18-09/18</td>
<td>Assistant Vice Chancellor TAMU System And Interim Associate Dean Strategic Initiatives and Special Projects and Clinical Associate Professor TAMU College of Nursing</td>
<td>Administration</td>
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<tr>
<td>09/17-06/18</td>
<td>Interim Dean, TAMU College of Nursing And Clinical Associate Professor Global Health Liaison Medical Missions to Peru</td>
<td>Administration</td>
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<tr>
<td>01/17-09/2017</td>
<td>Clinical Associate Professor TAMU College of Nursing</td>
<td>Online Instruction</td>
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<tr>
<td>5/2014-12/2016</td>
<td>Associate Dean Academic Affairs And Accreditation, Supervisor of Curriculum Support, Instructional Associate Professor, Global Health Liaison, TAMHSC, Leader of Medical Missions to Ecuador Interprofessional Education Liaison Instructional Associate Professor, Humanities</td>
<td>Administration</td>
<td></td>
</tr>
</tbody>
</table>
Regina Beard

Global Health Liaison
Leader of Medical Missions to Bolivia and Ecuador

2012-5/2014  Assistant Dean
Undergraduate Programs Capstone College of Nursing
The University of Alabama
Associate Professor
Adjunct Associate Professor,
Texas A&M HSC College of Nursing

08/2011-08/2012  Director EDHP, TAMHSC Graduate School
Interim Director for the QEP
Associate Professor, Texas A&M HSC College of Nursing
Global Health Liaison  TAMHSC, Leader of Medical
Missions to Bolivia and Ecuador

2008-2011  Associate Dean
Associate Professor

2007-2008  Associate Professor
Auburn University Tenured (2007)

2005-2008  Global Health Liaison, AUSON Leader of Medical
Missions to Ecuador

2004-2007  Assistant Professor. Auburn University

2001-2004  Instructor, Auburn University
### Regina Beard

**Maternal Newborn (UG)**  
**Fundamentals (UG)**

#### 1999-2001
Consultant, Alabama Board of Nursing

#### 1994-1998
Chair, Department of Nursing  
Instructor  
Southern Union State Community College  
Administration  
Leadership  
Preceptorship  
Program Evaluation

#### 1994-1998
Chair, Department of Nursing  
Instructor  
Southern Union State Community College  
Administration  
Leadership  
Preceptorship  
Program Evaluation

#### 1991-1994
Office Manager  
RN  
Robert L. Beaird, Jr. MD  
Obstetrics and Gynecology

#### 1989-1991
Instructor  
Southern Union State Community  
Instruction and Clinical  
Supervision of Students in  
Maternal Newborn

#### 1988-1989
Instructor (PT)  
Troy State University  
Instruction and Clinical  
Supervision of Students in  
Maternal Newborn Fundamentals

#### 1988-1989
RN-Educator (PT)  
Jackson Hospital  
Postpartum Educator

#### 1986-1987
RN-Family Planning  
Colquitt County Health Department

#### 1983-1986
Instructor  
Southern Union State Community  
Instruction and Clinical  
Supervision of Students  
Maternal Newborn Fundamentals

#### 1978-1983
RN-Office Nurse  
Lee Obstetrics and Gynecology

#### 1977-1978
RN  
East Alabama Medical Center  
Medical Surgical  
L&D, PP, NB

### HONORS AND AWARDS

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
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<tbody>
<tr>
<td>2018</td>
<td>1 of 50 Top Nurse Practitioner Professors in US (NursePractitionerSchools.com)</td>
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<tr>
<td>2012</td>
<td>Stage Party Guest at College of Nursing Graduation Ceremony</td>
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<tr>
<td>2012</td>
<td>Guest Speaker, TAMHSC Sigma Theta Tau Induction Ceremony</td>
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<td>2012</td>
<td>Guest Speaker, TAMHSC Convocation, Student Luncheon</td>
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<td>2011</td>
<td>Charter member Sigma Theta Tau, Phi Iota Chapter Texas A&amp;M Health Science Center College of Nursing</td>
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<tr>
<td>2010</td>
<td>Fellow, Leadership for Academic Nursing Program, American Association of Colleges of Nursing</td>
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<td>2010</td>
<td>Faculty Fellow Center for Health Systems &amp; Design</td>
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<tr>
<td>2010</td>
<td>Excellence in Discovery Award-TAMHSC-College of Nursing</td>
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<tr>
<td>2009</td>
<td>Texas A&amp;M Health Science Center College of Nursing Honor Society</td>
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<td>2009</td>
<td>Lamplighter Award Alabama League for Nursing</td>
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<tr>
<td>2007</td>
<td>President Alabama League for Nursing</td>
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<tr>
<td>2006</td>
<td>Faculty Honoree at Camp War Eagle</td>
</tr>
<tr>
<td>2005</td>
<td>Auburn University Recognition of International Education Contributions</td>
</tr>
</tbody>
</table>

Regina Beard
2004  Inducted into Phi Kappa Phi
2001  Secretary Sigma Theta Tau, Theta Delta Chapter
1989  Inducted into Sigma Theta Tau, the International Nursing Honor Society

RESEARCH:

2016  PI Implementation of the Interprofessional Attitudes Scale (IPAS with first year Health Professional Students at Texas A&M Health Science Center.

2015  Co-PI Health Assessment of Guamani, Ecuador: A Community-based Participatory Approach


2014  Co-PI research entitled "Teamwork, Evidence and Interprofessional Medicine leads to Quality and Safety (TEIM-QS)".

2013  Project Director of research project entitled “Decreasing Anxiety in the Clinical Setting and Improving Health Assessment Skills in Nursing Students Using Standardized Patients”.

2013  Participant in research project entitled “Advancing Nursing Education: Interprofessional Collaboration Addressing Multiple Chronic Conditions in Rural Communities”.

2012  Participant in research entitled “Moral Judgment in Professional Healthcare Students”

2011  Participant in research entitled “An Interdisciplinary Education Model Applied to an Interprofessional Health Care Ethics Course”

2011  Participant in research entitled “Learning Together: An Interprofessional Program for Medical and Nursing Students Visiting Wards of the Court”

2011  Director of research entitled “At-Risk Student Tracking and Intervention Project” (funded, $90,000)

2010  Participate in research entitled “Interprofessional Education in a Healthcare Ethics Course”.

2010  Director of research Project entitled: “A Faculty Development Collaborative to Support the Use of Interprofessional Simulation in Central Texas” (funded $176, 435)

2005  Director of research grant entitled, “Development of Cultural Competency through Cultural Expeditions in Nursing” submitted to Auburn University Daniel F. Breeden Endowment for Faculty Enhancement Award (funded-$995.00).

2004  Director of research entitled “Comparison of Traditional and Accelerated Baccalaureate Nursing Graduates” Dissertation.
CONTRACTS AND GRANTS (funded)


2019 HRSA-Federal Office of Rural Health Policy, Grant # 1 G25RH33012-01-00; Bolin: PI; (Beard, R., Co-I); 6/1/2019 - 5/31/2020; Award Amount: $200,000.00. Title: Texas Gulf Bend Region Rural Communities Opioid Response Planning Program for Prevention of Childhood Neglect, Trauma & Abuse. Award Amount $200,000. IRB Approval # IRB 2019-0600


2011 Bentley, R. Project Director, At-Risk Student Tracking and Intervention Project Submitted to Texas Higher Education Coordinating Board (funded, $90,000).

2009 Bentley, R. Project Director, A Faculty Development collaborative to Support the Use of Interprofessional simulation in Central Texas, Project Period 2009-2010, submitted to Texas Higher Education Coordinating Board (funded $176,435).

2005 Bentley, R. Project Director, Childbirth Education and Labor Support for Unwed Pregnant Mother, submitted to Auburn University Instructional Development Grant (funded $1000.00).

2004 Bentley, R. Project Director, Incorporating Service Learning into the Curriculum, submitted to Auburn University Instructional Development Grant (funded $995.00).

CONTRACTS AND GRANTS (Unfunded)

2012 Participated in grant entitled, “College of Nursing Navigates Education through Collaborative Teaching (CONNECT)” submitted to Nurse Education, Practice, Quality and Retention (NEPQR) Program (unfunded $1,419,026)

2012 Participated in grant entitled, “Best Practices: BSN Lab Mentors in Clinical Simulation Learning Experiences” submitted to Texas Higher Education Coordinating Board. (unfunded $300,00)

2012 Participated in grant entitled, “Breaking Down Barriers to Interprofessional Education”
2010  Director of grant entitled “Enhancing Diversity in Nursing Education: Strengthening the Pipeline to the Accelerated Nursing Degree Program” submitted to the Minority Health Research and Education Grant Program (unfunded-$81,792).

2009  Director of grant entitled “ADN to BSN Pathway to Completion: Removing the Barriers, Supporting Career Progression for Incumbent Workers(RNs) in Rural community Hospitals” submitted to Texas Workforce Center,. (unfunded $2,534,723).

2006  Director of research grant entitled, “Contingency Management to Reduce Cigarette among Pregnant Women-SNRS Pilot Project”, submitted to Southern Nursing Research Society (SNRS), (unfunded-$4000.00).

2006  Participate in research grant entitled, “Contingency Management to Reduce Cigarette Smoking among Pregnant Women” submitted to Auburn University Competitive Research Grant (Unfunded- $9,695.25).

2006  Participate in research grant entitled “Contingency Management to Reduce Cigarette Use Among Pregnant Smokers” submitted to Department of Health and Human Services Public Health Services, (unfunded--$1,095,000.00).


2005  Participated in a grant entitled “Increasing Enrollment, Diversity, and Cultural Competence” submitted to US Department of Health and Human Services, Health Resources and Services Administration (HRSA). (Unfunded ($1,352,127.00).

PUBLICATIONS:
Referred
Journal Articles:


PRESENTATIONS, SPEECHES AND PROGRAMS:

REFERRED PRESENTATIONS

Published Abstract:


Bentley, R. and Ellison, K.J. “International Collaboration for a Cross-Cultural Experience” The SoTL: An International Conference for the Scholarship of Teaching & Learning, November 1-2, 2007, Statesboro, Georgia,


**Invited Presentation:**

Bentley, R. Road May to Integrating Interprofessional Education. GME Macy Foundation Summit. MD Anderson, Houston, Texas February 17, 2016.


Bentley, R. “Faculty Development in Simulation” American Association of Colleges of Nursing 2012 Fall Semiannual Meeting, Washington, D.C., October 27, 2012


Bentley, R. “The Right Leader”, Sigma Theta Tau International, Local Chapter Induction Ceremony,
March 4, 2012.


Bentley, R. “Stress and its effect on Health” Women’s Job Corp, Auburn United Methodist Church.


**Poster Session:**

Gary, Jodie C, PhD, RN; Nancy R. Downing, PhD, RN, SANE-A; Cindy Weston, DNP, APRN, FNP-BC; Alison Pittman, PhD, RN, CPN, CNE, CHSE; Cherrie Pullium, DNP, APRN, ACNS-BC; Regina **Beard**, EdD, RN; Sidney C. Ontai, MD, MBA; Carly McCord, PhD; Linda Kohleffel, LMSW, CHW; Alva O. Ferdinand, DrPH, JD; Emily M. Thompson, BBA; Jane Bolin, PhD, JD, BSN (2019). *An Interprofessional/Interdisciplinary Response to the Opioid Crisis in Rural Texas Communities*. IPER 5, Bryan, Texas, October 23, 2019.


Stout-Aguilar, J., **Bentley, R.**, Pittman, A., Livingston, J. and Watzak, B. *The Effects of Interprofessional Pediatric End-of-Life Simulation on Communication and Role Understanding in Health Professions Students*. Interprofessional Education and Research Symposium (IPER2) April 20, 2016, College Station, Texas (won most innovative project).


Watzak, B. **Bentley, R.** and Engelhardt, J. *Development of a Pharmacy elective Incorporated into an established International Interprofessional Medical Mission*. Humanizing Health Care: Reducing Disparities through Interprofessional Teams: 43rd Anniversary Meeting of the Association for the Behavioral Sciences and Medical Education (ABSAME). Newport, Rhode Island. October 17-19, 2013. (Poster)

Utterback, V.A., Holland, B. and **Bentley, R.** *Evaluating Clinical Competence through Summative Simulation*
Landry, K. and Bentley, R. *An Interdisciplinary Education Model Applied to an Interprofessional Health Care Ethics Course*. Sigma Theta Tau International’s 41st Biennial Convention, Grapevine, Texas, October 29-Nov 2, 2011.


Sanders, C., Engelhardt, J, and Bentley, R. *Preparing Today’s Health Professionals: An Interprofessional Health Ethics Course for Medical, Nursing, Pharmacy & Pastoral Education at TAMHSC*, Texas A&M Health Science Center Research Symposium, College Station, Texas, November 11-12, 2010.

Gary, J. and Bentley, R. *The Essential of Safety in the Clinical Setting*, 2009 Summer Institute on Evidence-Based practice July 9-11. San Antonio, Texas,


**PROFESSIONAL MEMBERSHIPS:**
- 2015-present American Interprofessional Health Collaborative Charter Member
- 2014-2016 Southern Group on Educational Affairs (Medical Education)
- 2012-2014 Alabama Council of Administrators of professional Nursing Education Programs
  **President: October 2013-2014**
- 1995-present Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN)
  American Nurses Association
- 2012-present Sigma theta Tau, Epsilon Omega Chapter
  **Governance Chair, 2013-2014**
- 2010-present Sigma Theta Tau, Zeta Iota Chapter
- 2011-present Nursing Christian Fellowship
- 2001-present American Nurses Associations
- 1995-present National League for Nurses
- 1989-present Sigma Theta Tau

**CERTIFICATIONS:**
- 2008-2013 Certified Nursing Educator (CNE)8/01
- 2013-2018 Re-Certified Nurse Educator (CNE)
- 2009 Advanced Life support in Obstetrics (ALSO)
- 2009 Emergency Management Institute-FEMA

**OTHER PROFESSIONAL ACTIVITIES:**
- 2019-2021 College of Medicine Maltreatment Committee
- 2018-present Nursing International Advisory Council
- 2017-2018 Blinn College Community Advisory Council
2015-2018  Physician Assistant Program Advisory Board Member
2015-2016  Rural & Community Health Institute (RCHI) Advisory Board
2016  Webinar Committee (American Interprofessional Health Collaborative (AIHC)
2015-2016  Chair, IPE Southwest SIG (Special Interest Group) as part of SGEA
2015-2016  TAMHSC Representative, Interprofessional Education Taskforce for Public Texas Health-Related Institutions, 2015
2015-present  Texas A&M University International Program Committee
2015  Liaison for Interprofessional Education College of Medicine
2015  Liaison for Global Health College of Medicine
2014-2016  Advisor for Student Global Health Organization
2014  SACS off-Site Reviewer
2013  SNRS reviewer of Abstracts for 2014 SNRS Conference
2013  University of Alabama, Faculty advisor for Service Learning to Cochabamba, Bolivia
2013  Member of AACN Faculty Teaching Awards Selection Board
2010-2012  Texas A&M Health Science Center Leader and Faculty advisor for students on Interprofessional International Service Learning to Quesimpuco, Bolivia.
2009  Texas A&M Health Science Center, Leader and Faculty advisor for students on Interprofessional International Service Learning to Esmeraldas, Ecuador.
2002-2008  Auburn University Leader and Faculty advisor for students on Study Abroad International Service Learning Women’s Health Care trip to Quito, Ecuador.

GRADUATE COMMITTEES

2016  Master’s Project Committee Texas A&M College of Medicine
Veronica Nieto, Graduate Student
Project: Pharmacy Students’ Retention of Knowledge Following Weekly Web-based Topic Discussions as Part of an Advanced Pharmacy Practice Experience in Ambulatory Care: An Outline of Web-based Topic Discussions

2013  Doctoral Dissertation Committee Capella University
Jerry Livingston, Graduate Student, Doctorate in Education
Research Proposal: A Nationwide Comparison of Academic Achievement Between Accelerated and Traditional BSN Nursing
Completed October 2013

2013  Doctoral Dissertation Committee Texas A&M Health Science Center School of Rural Public Health
Heather Riddick, Graduate Student, Masters in Public Health
Proposal: Interprofessional Service Trip to Bolivia-A Public Health Perspective
Completed: March 2015

2012  Doctoral Student Field Supervisor Education.
Shelley Cox, Graduate Student
Project: Submit a proposal to The Higher Education Coordinating Board for a Master of Science in Radiological Studies.

2011  Preceptor for Graduate Student, TAMHSC School of Rural Public Health.
Quesimpuco, Bolivia
Heather Riddick
2010  Thesis Committee Texas A&M University
       Erin Peavey, Graduate student “Collaborative Care: Oncology Nursing Tower Design”,
       Master of Architecture
       Research Proposal: Examining Interdisciplinary Communication & Collaboration on the
       Hospital Medical/Surgical Unit
       Completed 2012

2008  Thesis Committee Sanford University
       Graduate Student Master of Science in Nursing Education

2008  Doctoral Dissertation Committee Auburn University
       Robert Griffith, Doctoral of Education

2003  Thesis Committee Sanford University
       Sara Robertson Master of Science in Education

Past Professional Memberships

2017-2018  Texas Organization of Baccalaureate and Graduate Nursing Education
2008-2012

2017-2018  Texas Association of Deans and Directors of Professional Nursing Programs
2008-2012

2017-2018  Health Industry Steering Committee, Austin, Texas
2008-2012

2017-2018  Texas Nurses Association
2008-2012

1995-2008  Alabama League for Nursing

Professional Appointments

2013-present  Peer Reviewer for Journal of Transcultural Nursing
2012-present  Peer Reviewer for Journal of Nursing Education
2011  Visiting Scholar for Capella University
2011  Baccalaureate Education Conference Subcommittee
2011  CBAC Nominating and Election Committee
2010  Senate Finance Committee Testimony—Shortage of Nurses
2010  AACN Baccalaureate Education Conference Program Subcommittee
2010  HSC Appointment, Promotion and Tenure Review Committee
2010  Texas A&M University Graduate Faculty
2010  Fellow, Center for Health Systems Design, College of Agriculture, Texas A&M
       University
2006  HRSA grant reviewer
2006-present  Peer Reviewer for the Official Journal of the National League for Nursing, Nursing
       Education Perspectives
1995  Item writer for NCLEX-PN, Educational Testing Services, Princeton, New Jersey
UNIVERSITY SERVICE:

TEXAS A&M HSC/UNIVERSITY
2017-2018  President’s Executive Cabinet
2017-2018  TAMU Council of Deans
          TAMU Deans Only
2014-2016 Aggie Honor Council
2014-2019 International Program Committee
2012    SACS Evaluation Committee

TEXAS A&M COLLEGE OF MEDICINE
2014-2016 Associate Dean for Accreditation
2014-2016 Assessment Liaison

UNIVERSITY OF ALABAMA
2013-5/2014 Member, Quality Enhancement Plan (QEP)
2012-5/2014 Council of Assistant and Associate Deans
2012-5/2014 Co-Chair, Interprofessional Task Force

UNIVERSITY OF ALABAMA CAPSTONE COLLEGE OF NURSING
2012-5/2014 Member, Undergraduate Education Committee
          Chair, Program Evaluation
          Member, Faculty Organization Committee
          Chair, Clinical Course Leaders
          Chair, Undergraduate Faculty Committee
          Member, RN Mobility Committee
          Chair, New Faculty Orientation and Mentorship Committee
          Member, Administrative Support Team

TEXAS A&M HEALTH SCIENCE CENTER
2018-2019 Interprofessional Practice Plan Committee (TAMHSC)
2018-2019 CHI/St. Joseph and Texas A&M Joint Policy Committee
2017-present TAMHSC Executive Council
2008-2012 Member, Association of Academic Advisory Council
          Member, Instructional Technology Advisory Committee
2009-2012 Member of Promotion and Tenure Committee
2010-2012 Member Medical Science Library Counsel
          Member HSC SACS Leadership Committee
          Member HSC QEP Committee
2010 HSC MFI (Military Friendly Initiative) Advisory Board
2011-2012 Member, Texas A&M University System Learning Outcomes Task Force
          Chair, Interprofessional Education Task Force
          Chair, Global Health Initiative
          Legislative Rapid Response Team (LRRT)

TAMHSC College of Nursing
2017-2019 CON Deans Meeting (Chair)
          CON Executive Leadership Meeting (Chair)
2008-2011  Chair, College of Nursing Curriculum Committee  
Chair, College of Nursing Program Evaluation Committee  
Member, Admissions, Progression and Graduation Committee  
Member, Research Committee  
Member, Faculty as a Whole Committee  
Chair, Bylaws Committee  
2010-2012  Chair College of Nursing QEP Committee  
Member Dean’s Advisory Board

AUBURN UNIVERSITY
2007-2008  Advisory Council for International Education  
2007-2010  Teaching Effectiveness Committee  
2006-2008  Health and Wellness Committee  
2004-2008  University Faculty Handbook Committee  
2001-2004  University Curriculum Committee

AUBURN UNIVERSITY SCHOOL OF NURSING
2007  Chair, MSN Evaluation Committee  
2006  MSN Faculty Committee  
2006  Ad hoc Committee on Health Resource Center  
2005-2008  Faculty Search Committee  
2004-2008  Diversity  
2002-2008  Chair, BSN Evaluation Committee  
2002-2008  Curriculum Committee  
2001-2008  Course leader of various clinical courses Fall and Summer.

COMMUNITY SERVICE:
2010-12  Board of Directors, SIFAT (Servants in Faith and Technology)  
2011-12  College Station Rotary  
2000-08  Leader for international health care trips to Venezuela, Bolivia, and Ecuador
# Required Education Core Courses (14 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDHP 630</td>
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<tr>
<td>EDHP 631</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDHP 632</td>
<td>3</td>
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<tr>
<td>EDHP 633</td>
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<tr>
<td>EDHP 634</td>
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**Total hours:** 14

**Semester completed:**

# Required Healthcare Professional Interprofessional Core Courses (9 hours)

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<th>Course</th>
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<tr>
<td>HCPI/NURS 651</td>
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<td>HCPI/NURS 652</td>
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<tr>
<td>HCPI 655</td>
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**Total hours:** 9

**Semester completed:**

# Required Project Course (3 hours)

<table>
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<td>EDHP 636</td>
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**Total hours:** 3

**Semester completed:**

Choose 10 hours of the following courses or other approved courses

# Elective Courses

<table>
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<th>Hours</th>
<th>Semester</th>
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<td>EDHP 622</td>
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<tr>
<td>HCPI 658</td>
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<tr>
<td>EDHP 685</td>
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</table>

*Other approved courses to be applied for elective courses*

**Total hours:** 10

**Semester completed:**

---

**Curriculum Requirements**

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<th>Requirement</th>
<th>Credit Hours</th>
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<tr>
<td>Required Education Core Courses</td>
<td>14</td>
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<tr>
<td>Required Health Professional Interprofessional Core Courses</td>
<td>9</td>
</tr>
<tr>
<td>Required Project Course</td>
<td>3</td>
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<tr>
<td>Required Elective Courses</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total hours to complete EDHP Non-Thesis master's degree:** 36

See the following page for important graduation information and course requirements.
Graduation Requirements
Students must complete 36 hours and make no grades lower than a B may be applied to the degree.
Students must score an 80 or higher to successfully pass a course. Any transfer courses will need approval prior to applying them to a degree plan. A degree must be completed in 7 years.

Course Requirements
1. Can be taken as 1 credit hour each, 2 hours total must be completed. Completing a teaching practicum in a clinical setting may require a background check and drug test based on the requirements of the clinic. The student will be financially responsible for these fees.
2. Students may not apply more than 3 credit hours of 685 to their degree. This course may only be taken twice.
3. Other courses may be applied as elective credit hours with advisory committee approval only.

Scheduling Information
This form is a scheduling aid only. After admissions is granted, a degree plan will be developed for each student based on the meetings with their advisory committee. A full advisory committee and official degree plan MUST be entered in TAMU’s Document Processing Submission System. Complete degree plan information can be found in the student handbook.

For more information, please contact Johna Wright (pettit@tamhsc.edu).
## Required Education Core Courses (14 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDHP 630</td>
<td>Teaching &amp; Learning Theory</td>
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<td>EDHP 631</td>
<td>Curriculum Foundation</td>
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<td></td>
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<tr>
<td>EDHP 632</td>
<td>Assessment &amp; Evaluation in Education</td>
<td>3</td>
<td></td>
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<tr>
<td>EDHP 633</td>
<td>Teaching Strategies</td>
<td>3</td>
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<tr>
<td>EDHP 634</td>
<td>Teaching Practicum¹</td>
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**Total hours:** 14

**Semester completed:**

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## Required Healthcare Professional Interprofessional Core Courses (9 hours)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Semester</th>
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<tbody>
<tr>
<td>HCPI/NURS 651</td>
<td>Healthcare Quality Improvement &amp; Informatics</td>
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<tr>
<td>HCPI/NURS 652</td>
<td>Scholarship &amp; Application</td>
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<tr>
<td>HCPI 655</td>
<td>Leadership &amp; Health Policy I</td>
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**Total hours:** 9

**Semester completed:**

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## Required Research Courses (11 hours)

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<tbody>
<tr>
<td>EDHP 635</td>
<td>Research and Writing</td>
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<tr>
<td>EDHP 691</td>
<td>Research²</td>
<td>1</td>
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<tr>
<td>EDHP 622</td>
<td>Research Design &amp; Analysis</td>
<td>4</td>
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<tr>
<td>HCPI 658</td>
<td>Survey Research</td>
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**Total hours:** 11

**Semester completed:**

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## Curricular Requirements

<table>
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<th>Requirement</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Required Education Core Courses</td>
<td>14</td>
</tr>
<tr>
<td>Required Health Professional Interprofessional Core Courses</td>
<td>9</td>
</tr>
<tr>
<td>Required Research &amp; Writing and Research Courses</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total hours to complete EDHP Thesis master’s degree</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

*See the following page for important graduation information and course requirements.*
Graduation Requirements
DH-EDHP students must complete 34 hours and make no grades lower than a B may be applied to the degree. Students must score an 80 or higher to successfully pass a course. Any transfer courses will need approval prior to applying them to a degree plan. A degree must be completed in 7 years and a thesis student must complete all thesis requirements per Thesis and Dissertation Services.

Course Requirements
1 Can be taken as 1 credit hour each, 2 hours total must be completed. Completing a teaching practicum in a clinical setting may require a background check and drug test based on the requirements of the clinic. The student will be financially responsible for these fees.
2 Per TAMU guidelines, students must fulfill at least 1 credit hour of this course. In addition the EDHP Program has determined, no more than 3 credit hours can be applied to a degree plan for completion for the thesis track 34 credit hours. Research 691 may be used for continuous enrollment to prepare for a thesis defense, to complete research, and/or to defend a thesis.

Scheduling Information
Students should always check the availability of courses in Howdy. Due to availability, some courses may not be offered.
This form is a scheduling aid only. After admissions is granted, a degree plan will be developed for each student based on the meetings with their advisory committee. A full advisory committee and official degree plan MUST be entered in TAMU’s Document Processing Submission System. Complete degree plan information can be found in the student handbook.

For more information, please contact Johna Wright (pettit@tamhsc.edu).
<table>
<thead>
<tr>
<th>Program:</th>
<th>Education for Healthcare Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Master of Science Degree</td>
</tr>
<tr>
<td>Department:</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Dr. Emily Wilson</td>
</tr>
<tr>
<td>Contact Phone:</td>
<td>979-436-9142</td>
</tr>
</tbody>
</table>

**Outcome**
Master degree-program requirements, including theories, concepts, principles, and practice, and develop a coherent understanding of the subject matter through synthesis across courses and experiences.

**Marketable Skills**
- Implement models of curriculum development and design for healthcare professionals.
- Utilize educational theories and practices foundational to classroom, simulation and clinical learning for healthcare education.
- Apply best practices research on instructional pedagogy and adult learning; principles, concepts and theories for healthcare education.
- Implement the practical and theoretical issues involved in evaluating student performance, teacher performance and educational programs for healthcare education.

**Outcome**
Apply subject matter knowledge in a range of contexts to solve problems and make decisions.

**Marketable Skills**
- Apply education role theory and practice with socialization into the educator role in healthcare education.
- Apply health professional’s role as educator in selected academic and healthcare settings and experiences in the classroom and/or the clinical area (academic or staff educator) as desired by the health profession.
- Apply FERPA laws and guidelines pertaining to student information in healthcare education.

**Outcome**
Use a variety of sources and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.

**Marketable Skills**
- Analyze, interpret, evaluate, and reflect critically using the inquiry process to develop reasoned positions through written communication.
- Utilize interprofessional teamwork that incorporates diverse healthcare points of view.
- Formulate research or scholarly products to investigate and analyze healthcare pedagogical related topics.

**Outcome**
Communicate effectively.

**Marketable Skills**
- Analyze, interpret, evaluate, and reflect critically using the inquiry process to develop reasoned positions through written communication.
- Follow and hold peers to proper netiquette (internet etiquette) that includes respect, privacy, and inclusively.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Marketable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate research or scholarly products to investigate and analyze</td>
<td>• Successfully utilize technologies associated with</td>
</tr>
<tr>
<td>healthcare pedagogical related topics.</td>
<td>written and oral communication that furthers knowledge</td>
</tr>
<tr>
<td></td>
<td>and teamwork.</td>
</tr>
<tr>
<td></td>
<td>• Accurately utilize identified technologies associated</td>
</tr>
<tr>
<td></td>
<td>with conducting research and problem solving.</td>
</tr>
<tr>
<td>Use appropriate technologies to communicate, collaborate, conduct</td>
<td>• Successfully utilize technologies associated with</td>
</tr>
<tr>
<td>research, and solve problems.</td>
<td>written and oral communication that furthers knowledge</td>
</tr>
<tr>
<td></td>
<td>and teamwork.</td>
</tr>
<tr>
<td></td>
<td>• Accurately utilize identified technologies associated</td>
</tr>
<tr>
<td></td>
<td>with conducting research and problem solving.</td>
</tr>
<tr>
<td>Develop clear research plans and conduct valid, data-supported, theo-</td>
<td>• Apply foundational knowledge in human research that</td>
</tr>
<tr>
<td>retically consistent, and institutionally appropriate research.</td>
<td>includes historical development of human subject</td>
</tr>
<tr>
<td></td>
<td>protections, ethical issues, and current regulatory</td>
</tr>
<tr>
<td></td>
<td>and guidance information.</td>
</tr>
<tr>
<td></td>
<td>• Formulate and pursue specific problems involving</td>
</tr>
<tr>
<td></td>
<td>application of theory and practice in the various</td>
</tr>
<tr>
<td></td>
<td>disciplines of healthcare education.</td>
</tr>
<tr>
<td>Choose ethical courses of action in research and practice.</td>
<td>• Formulate knowledge of ethical and proper research</td>
</tr>
<tr>
<td></td>
<td>activities.</td>
</tr>
<tr>
<td></td>
<td>• Analyze guidelines and responsibilities in educational</td>
</tr>
<tr>
<td></td>
<td>research through a collaborative, reflective practice.</td>
</tr>
</tbody>
</table>

Notes:

- The Knowledge, Skills, and Abilities identified by the US Department of Labor and Statistics (onetonline.org) serves as a good resource to identify the marketable skills.
- Alternate sources for degree-specific marketable skills include learning outcomes and associated metrics used for programmatic assessment.
- Learning outcomes or skills required for programmatic accreditation.
Course title and number: Teaching and Learning Theory EDHP 630
Term: Fall 2019
Meeting times and location: Online Course / 3 Credit Hours

Course Description and Prerequisites

**Teaching and Learning Theory** (3:0). Credit 3. Explores educational theories and practices foundational to classroom, simulation and clinical learning. Emphasis on practical application of teaching/learning theory in classroom, simulation, and clinical learning environments promoting the transfer of theory to practice. Demonstration of knowledge of teaching and learning theories impacting curriculum design relevant to the health care educator. Prerequisites: Graduate Classification.

Learning Outcomes

Upon completion of the course, students will be able to:

1. Describe their own beliefs about teaching and learning to include all components provided on the personal learning theory rubric.
2. Identify specific components of seven different learning theories and how they apply to health professions education.
3. Reflect on their expressed learning theory and evaluate it in terms of whether any changes have occurred as a result of exposure to various learning theories.
4. Apply the principles of a relevant theory by transferring theory into practice by using a specific element of healthcare practice.

Instructor Information

**Name**: Stacey Arnold, EdD
**Telephone number**: 512-341-4980
**Email address**: srarnold@tamu.edu
**Office hours**: By appointment
**Office location**: RRHSC – S206K
3950 North A.W. Grimes Blvd.
Round Rock, TX 78665

**Name**: Terri Kurz, PhD
**Telephone number**: 512-341-4978
**Email address**: kurz@tamu.edu
**Office hours**: By appointment
**Office location**: RRHSC – S211D
3950 North A.W. Grimes Blvd.
Round Rock, TX 78665

Textbook and/or Resource Material

No textbook is required for this course. All resources will be provided in eCampus.
Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio-sketchn</td>
<td>5</td>
<td>September 1, 2019</td>
</tr>
<tr>
<td>Personal Learning Theory Paper</td>
<td>10</td>
<td>September 15, 2019</td>
</tr>
<tr>
<td>Learning Goal/Objectives Exercise</td>
<td>5</td>
<td>October 6, 2019</td>
</tr>
<tr>
<td>Learning Theories Chart Part 1</td>
<td>10</td>
<td>October 20, 2019</td>
</tr>
<tr>
<td>Learning Theories Chart Part 2</td>
<td>10</td>
<td>December 1, 2019</td>
</tr>
<tr>
<td>Learning Theory Application Project</td>
<td>30</td>
<td>December 1, 2019</td>
</tr>
<tr>
<td>Personal Learning Theory Reflection Paper</td>
<td>10</td>
<td>December 10, 2019</td>
</tr>
<tr>
<td>Participation in Discussion Forum</td>
<td>20</td>
<td>Ongoing (see course schedule)</td>
</tr>
<tr>
<td>(5 points each week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

Online class participation is an individual student responsibility. Students are expected to attend all elements of the online class and complete all assignments. Students are expected to follow specific instructions for all learning activities provided. At any given time, eCampus may go down or you may encounter other technical issues. Therefore, it is strongly encouraged that you complete and upload your assignments ahead of time. Any technical issues will not be an excusable late work submission unless otherwise noted through an email from us. Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to attendance and make-up policy.

**Course Topics, Calendar of Activities, Major Assignment Dates**

An expanded calendar is posted in eCampus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td>Post bio-sketchn on Discussion Board (Due by 11:59 pm, September 1st )</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Learning Theories and Their Application to Healthcare</td>
<td>Reading</td>
</tr>
<tr>
<td>3</td>
<td>Reflection and Reflective Practice</td>
<td>Reading Personal Learning Theory Paper (Due by 11:59 pm, September 15th)</td>
</tr>
<tr>
<td>4</td>
<td>Adult Learning Theory</td>
<td>Reading Discussion Board post (Initial response due no later than 11:59 pm, September 19th. Comment on a classmate’s response no later than 11:59 pm, September 22nd)</td>
</tr>
<tr>
<td>Page</td>
<td>Learning Theories Exercise</td>
<td>Due Date</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>5</td>
<td>Adult Learning Theory into Practice</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td>6</td>
<td>Behaviorist Learning Theory</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Goal/Objective Exercise <em>(Due by 11:59 pm, October 6th)</em></td>
</tr>
<tr>
<td>7</td>
<td>Cognitive Learning Theory</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board post <em>(Initial response due no later than 11:59 pm, October 10th. Comment on a classmate’s response no later than 11:59 pm, October 13th)</em></td>
</tr>
<tr>
<td>8</td>
<td>Social Learning Theory</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Theories Chart Part 1 <em>(Due by 11:59 pm, October 20th)</em></td>
</tr>
<tr>
<td>9</td>
<td>Constructivist Learning Theory – Part 1</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td>10</td>
<td>Constructivist Learning Theory – Part 2</td>
<td>Discussion Board post <em>(Initial response due no later than 11:59 pm, October 31st. Comment on a classmate’s response no later than 11:59 pm, November 3rd)</em></td>
</tr>
<tr>
<td>11</td>
<td>Motivation and Humanist Theories</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td>12</td>
<td>Theories of Intelligences</td>
<td>Reading Learning Theories Chart Exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board post <em>(Initial response due no later than 11:59 pm, November 14th. Comment on a classmate’s response no later than 11:59 pm, November 17th)</em></td>
</tr>
<tr>
<td>13</td>
<td>Learning Theory into Practice Project</td>
<td>Detailed project instructions provided through eCampus</td>
</tr>
<tr>
<td>14</td>
<td>Work Week</td>
<td>Learning Theory Application Project <em>(Due in eCampus by 11:59 pm, December 1st)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Theories Chart <em>(Due by 11:59 pm, December 1st)</em></td>
</tr>
<tr>
<td>15</td>
<td>Wrap Up</td>
<td>Personal Learning Theory Reflection Paper <em>(Due by 11:59 pm, December 10th)</em></td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

All written work submitted for grading must be typed, double spaced, with a minimum of 1” margins, using APA (American Psychological Association) format.

**Survival Guides:** Survival Guides are checklists that can help you as you progress through the course. Survival Guides are found in each week’s folder and gives you an overview of the assignments and due dates for that week. You may want to print it out and check off the items as you complete the tasks.

**Discussions:** Course discussions will be held throughout the semester. The purpose of the discussions is to tie together the information from the readings from that week and give you an opportunity to reflect on a question from those readings as well as reflect on the responses from your classmates.
The discussions are found under each week’s folder. They can also be accessed from the course menu. There are 5 total discussions (including the bio-sketch that you upload in week 1). Each discussion is worth 5 points. The expectation for the discussion is that you post one initial response to the question (starting a new thread) and at least one response to a classmate’s initial response. Your initial response is worth 3 points and should be posted by Thursday at 11:59 pm that week. This will ensure that your classmates have time to respond. The peer response(s) to your classmate(s) post(s) is/are worth 2 points. The peer response is due by Sunday at 11:59 pm of that week. Please keep posts on-topic and be sure your responses to your classmates’ posts are a thoughtful extension of their thoughts. “I agree” is not a thoughtful response. Multiple responses to multiple threads are encouraged. We want a discussion, after all.

Discussion Rubric:

*Initial Response:*
0 pt. – Student gives no response.
1 pt. - Student contributes a simple comment or sentence without justification or explanation.
2 pts. – Student contributes thoughtfully based on experience but doesn't exhibit knowledge of the readings.
3 pts. – Student contributes thoughtfully based on readings, ties it to experience or what if situations that imply forethought or reflection.

*Peer Response:*
0 pt. – Student gives no responses to classmates.
1 pt. – Student gives a response but it is not a thoughtful extension of the discussion.
2 pts. – Student gives a response that is a thoughtful extension of the discussion.

Once you have read the discussion question for the week, click on “Create Thread” to start a new thread with your initial response. Make sure to click on “Submit” in order to create the thread so that others can see it. To respond to a classmate’s response click on the post title, read it, then click on “Reply” to respond. Make sure to click on “Submit” in order to post the reply. If you need more help posting on the Discussion Board, be sure to click on the eCampus Help link on the course menu.

**Personalized Instructor/Course Appraisal System (PICA):** PICA is the instructor and course evaluation system utilized through Texas A&M University. At the end of the semester, you will receive information about completing evaluations through PICA. Feedback is an essential part of the learning experience. Your feedback will help make improvements in the course/program, which will result in a better learning experience for you and your classmates. It is important that students complete the evaluations as your input is highly valued. When completing your evaluations, please give your honest and candid comments as all responses are confidential.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number            Curriculum Foundations for Health Care Professionals     EDHP/NURS 631
Term                                              Summer 2019
Meeting times and location      Online

Course Description and Prerequisites

Curriculum Foundations for Health Care Professionals. (3:0). Credit 3. Models of curriculum development and design based on educational philosophy and professional standards; scope and sequence, curriculum alignment, curriculum mapping; program development through generation of content outlines, objectives, and assessments. Prerequisites: Graduate Classification

Learning Outcomes

Upon completion of the course, students will have demonstrated the ability to:

1. Identify gaps in knowledge base with regard to planning instruction.
2. Describe the features in designing scope and sequence, curriculum alignment, and mapping.
3. Explain both historical and current perspectives of curriculum development.
4. Identify a problem and develop a needs assessment for curriculum development in health sciences education.
5. Analyze the data provided by the needs assessment and develop appropriate goals and objectives.
7. Outline resources, the degree of support required, administrative structure, barriers to implementation, and feasibility for successful integration.

Faculty Information

Name                                      Virginia Ann Utterback, PhD, RN, CNE
Phone number                              512-341-4972 (office)  806-789-9714 (cell)
Email address                             utterback@tamhsc.edu
Office hours                             Available by email, text message, or phone most days/evening until 9 pm

Name                                      Susan McKee, DNP, RN
Phone number                              979-436-0181 (office)  936-552-4530 (cell)
Email address                             mckee@tamhsc.edu
Office hours                             Available Tuesdays from 11:00 to 12:30 and by appointment
Office location                          Bryan HSC - 3037
Textbook and/or Resource Material

Required Textbook


Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>25%</td>
</tr>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Curriculum Development Team Project</td>
<td>35%</td>
</tr>
<tr>
<td>Curriculum Issues Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please refer to information within each module for specific and detailed instructions and due dates.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Students must have a course average equal to 80.0% or greater to successfully complete the course. Based on the College of Nursing grading policy there is no rounding in determining the final course average. For example, a course average of 79.99 will result in a letter grade of “C” and is considered a failing grade. **Students must have a minimum final course average of 80.00% to achieve a letter grade of “B” to successfully pass the course.**

Attendance and Make-up Policies

Online class participation is an individual student responsibility. Students are expected to attend all elements of the online class and complete all learning activities. Students are expected to follow specific instructions for all learning activities provided within each module. Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to attendance and make-up policy. Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing course work in a timely manner, the student should notify the faculty member as soon as possible.
<table>
<thead>
<tr>
<th>Week/ Dates</th>
<th>Module</th>
<th>Topic</th>
<th>Evidence of Learning</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 05/29 To 06/04</td>
<td>1 Curriculum Foundations</td>
<td>Field of Curriculum Philosophical Foundations Historical Foundations Intro to Curriculum Theory</td>
<td>Discussion Board</td>
<td>Ornstein/Hunkins Chpts 1-3 Videos PowerPoint Presentation</td>
</tr>
<tr>
<td>2 06/05 to 06/11</td>
<td>2 Social, Psychological &amp; Theoretical Foundations</td>
<td>Psychological &amp; Theoretical Foundations Social Foundations Role of Professional Standards</td>
<td>Individual Assignments</td>
<td>Ornstein/Hunkins Chpts 4-5 Additional book chapter: Chapter 28 Videos PowerPoint Presentation</td>
</tr>
<tr>
<td>3 06/12 to 06/18</td>
<td>3 Hot Topics in Curriculum: Healthcare Education Focus</td>
<td>Discipline-Specific Curriculum Issues Forces and Issues affecting Curriculum Development</td>
<td>Discussion Board</td>
<td>Selected Readings Videos</td>
</tr>
<tr>
<td>4 06/19 to 06/25</td>
<td>4 Curriculum Design</td>
<td>Components of Design Scope, Sequence, Continuity, Integration, Alignment, Balance Types of Designs</td>
<td>Individual Assignment</td>
<td>Ornstein/Hunkins Chpt 6 PowerPoint Presentation</td>
</tr>
<tr>
<td>5 Begins 06/26</td>
<td>5 Curriculum Development</td>
<td>Technical-Scientific Approaches Non-Technical – Non-Scientific Approaches Needs Assessment Mission Statement</td>
<td>Begin Curriculum Development Team Project**</td>
<td>Ornstein/Hunkins Chpt 7 Selected Readings</td>
</tr>
<tr>
<td>6 Ends 07/09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 07/10 to 07/16</td>
<td>6 Learning Outcomes</td>
<td>Writing effective learning outcomes</td>
<td>Individual Assignment</td>
<td>PowerPoint Presentation Videos</td>
</tr>
<tr>
<td>8 07/17 to 07/23</td>
<td>7 Introduction to Teaching/Learning Strategies</td>
<td>Selecting Learning Experiences to Achieve Learning Outcomes</td>
<td>Discussion Board</td>
<td>Selected Readings Videos</td>
</tr>
<tr>
<td>9 07/24 to 07/30</td>
<td>8 Curriculum Implementation</td>
<td>Implementing a Curriculum</td>
<td>Individual Assignment</td>
<td>Ornstein/Hunkins Chpt 8</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

General Course Information:
This course consists of 9 unique yet interdependent learning modules. All learning modules open on Wednesdays at 0001 Central Standard Time (CST) and close on Tuesdays at 2359 CST. All required work within a learning module must be completed by the closing date/time or assignment deadline. Failure to submit required work within a module’s designated timeframe will result in a zero unless previous arrangements have been made. Modules may open weekly or less frequently. Please refer to the Course Calendar for the scheduled opening and closing dates for each module in the course.

Faculty Expectations:
The course syllabus provides direction for successful completion of the course. In addition, students are expected to follow specific directions provided within each module. All written assignments in this course will use APA formatting. This includes references in Discussion Board posts and Individual Assignments, as well as, major projects within the course. All written submissions must reflect substance and style befitting graduate level writing.

Major Course Paper and Project:

**Discipline-Specific Curriculum Issues Paper**
This paper provides students an opportunity to identify and research a specific issue within the domain of curriculum related to their health sciences professional education. The paper requirements and grading rubric are provided in the *Discipline-Specific Curriculum Issues Paper Module*. This module will open in Week 3. Please refer to Course Calendar for due date.

**Curriculum Development Team Project**
The project will be completed in teams of 3-4 students per team. The teams will be randomly assigned by faculty unless otherwise determined. The teams will work closely to develop a curriculum. This project is described in detail in the *Curriculum Development Team Project Module* with accompanying grading rubric. This module will open in Week 5 of the course. Please refer to Course Calendar for due date.

Discussion Boards and Assignments:

**Individual Assignments:**
1. All assignments are due on Tuesday at 2359 CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by course faculty.

**Discussion Boards**
1. The online Discussion Board (DB) supports a community of learners by providing a platform for interaction that encourages synthesis of new learning through exchanges with peers. DBs are graded based upon the following guidelines using a grading rubric:
a. **Initial Posts** are due by Sunday at 2359 CST. Late **Initial Posts** will not be graded and no points earned for the Initial Posting phase of the DB. If a student participates in the Initial Posting phase only they may earn points related to this phase.

b. **Secondary Posts** (in response to colleagues’ **Initial Posts**) are due by Tuesday at 2359 CST. Late **Secondary Posts** (posted after Tuesday 2359 CST) will not be graded and no points earned. If a student is unable to participate in the Initial Posting phase of the DB they may still earn points by contributing to the Secondary Posting phase potentially earning points for this phase only.

c. **Online Etiquette**: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions and revise/reverse opinions.

Please use the following guidelines (in combination with the grading rubric) to develop **Initial Posts** and **Secondary Posts**.

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts.

   a. **All Initial Posts MUST**:
      i. Be evidenced-based
      ii. Properly cited using correct APA format
      iii. Provide direct responses to prompts within the module. **Initial Posts** should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts.

   b. Use the **Secondary Posting** phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of **Initial Posts** should be a minimum of 225 words and **MUST** include citations (refer to grading rubric). **Secondary Posts** should be a minimum of 125 words and may require citations (refer to instructions). Please read your colleagues’ **Initial Posts** and respond as stated in the instructions.

3. Suggestions for replying to colleagues in during the **Secondary Posting** phase of the DB include:

   a. Always be respectful of others, but scholarly disagreements are fine.
   b. Provide an alternative perspective with a discussion of your point of view.
   c. Share own experiences but use empirical resources in the analysis.
   d. Ask questions to further the discussion, post additional resources such as articles, websites, and video clips.
   e. Suggest why you might see things differently (cite/reference).
   f. Ask a probing or clarifying question.
   g. Share an insight from having read a colleague’s posting.
h. Offer and support with evidence from the literature an informed opinion (cite/reference).

i. Validate an idea with your own experience.

j. Make a suggestion supported with evidence from the literature (cite/reference).

k. Expand on the colleague’s posting.

l. Ask for evidence that supports a posting.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
I. EDHP 632 Assessment & Evaluation in Education

II. Online Course/3 Credit Hours

III. Spring 2019

IV. Course Directors

<table>
<thead>
<tr>
<th>Course Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
</tbody>
</table>
| Dr. Yuanyuan Zhou
| Mr. Kevin Kidder |
| Email            |
| zhou@tamhsc.edu  |
| kidder@tamhsc.edu|
| Phone            |
| 979-436-0292 (Zhou) |
| 979-436-0202 (Kidder) |
| Office location  |
| College of Medicine |
| Office hours     |
| By appointment   |

V. Course Description

This course will explore the practical and theoretical issues involved in evaluating student performance, teacher performance and educational programs. Students will explore various means of performance-based assessments applicable to didactic, simulated and clinical learning environments. Students will examine a variety of assessment instruments and strategies and the role each has in both summative and formative evaluation processes. The course will enable students to develop, execute and interpret educational assessments and evaluation methods.

VI. Course Objectives and Evaluation Methods

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Taught (T) and/or Evaluated (E)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define assessment of student learning and institutional effectiveness.</td>
<td>T &amp; E</td>
<td>Short paper/discussion post</td>
</tr>
<tr>
<td>Describe good assessment practices.</td>
<td>T &amp; E</td>
<td>Short paper/discussion post</td>
</tr>
<tr>
<td>Explain how to organize an assessment process.</td>
<td>T &amp; E</td>
<td>Short paper/discussion post and assessment project</td>
</tr>
</tbody>
</table>
Evaluate the various methods for assessing student learning & the learning environment. | T & E | Short papers/discussion posts |
---|---|---|
Create a rubric for assessing learning. | T&E | Rubric |
Analyze how assessment can be used for improving learning and college initiatives. | T & E | Short papers/discussion posts |
Develop a plan for evaluating the quality of teaching. | T & E | Short paper/discussion posts |
Develop and implement an assessment project. | T & E | Research report |

VII. Attendance Policy – N/A

VIII. Policies and Procedures

See TAMU Graduate Catalog at [http://catalog.tamu.edu/graduate/](http://catalog.tamu.edu/graduate/)

IX. Learning Materials and Activities

All course materials are available online 24/7.

Textbooks

The following texts will be used in this course. Other required readings will be listed in each course module.

**Title:** Assessing Student Learning: A Common Sense Guide  
**Author:** Linda Suskie  
**Edition/Copyright:** 2009  
**Publisher:** Jossey-Bass  
**ISBN:** 978-0-470-28964-8

**Title:** Peer Review of Teaching: A Sourcebook  
**Author:** Nancy Van Note Chism  
**Edition/Copyright:** 2007  
**Publisher:** Anker  
**ISBN:** 978-1-933371-21-4

Optional but recommended (The older 1988 edition is scanned and available within the course)  
**Title:** Classroom Assessment Techniques: A Handbook for College Teachers  
**Author:** Thomas Angelo & Patricia Cross  
**Edition/Copyright:** 1993  
**Publisher:** Jossey-Bass  
**ISBN:** 1-55542-5003
Weekly Assignments
All weekly assignments are due at the end of the week, Sunday before midnight. For example, an assignment due for Week 2- January 21, would be due before midnight on Sunday, January 27. **One point will be deducted from your grade for each day that the assignment is late.**

The topics for the weekly assignments are very specific and are described in the Weekly Units. They should be 250-300 words and must answer the scenarios posed. References are required. They should be from the assigned readings and cited in the assignment (see citation formats in the course Textbooks/ Citation Formats). **Students will be required to post their weekly discussion postings on e-Campus and are also required to write thoughtful post/comment on two other students’ discussion postings.**

Class Assessment Project
The topic for this project **must be approved by the course directors.** You will choose an assessment project for student learning or institutional effectiveness. You will then develop a plan for the project, develop an assessment, conduct a literature review on the topic, and develop recommendations for actions/ improvement. You will then write a paper about the project, 8 to 10 type-written pages (double spaced, 10-12 point font, 2000-3000 words), including a literature review (at least 8-10 sources) about your subject. **One point will be deducted from your grade for each day that the assignment is late.**

You should post a draft of your final project paper in the Turnitin draft area where you will receive an originality score. You need an originality score of less than 20%. A Turnitin originality report may take several hours so do not wait until the last minute to post it. **The final paper must be submitted to Turnitin by midnight, Sunday, May 5. Three points will be deducted for each day that the paper is late.**

X. Grading and Remediation Policies
The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Weekly discussion post/other assignments (9 X 5 pts)</th>
<th>45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on peers’ postings (7 X 1 pts)</td>
<td>7%</td>
</tr>
<tr>
<td>Educational assessment project paper</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

**Students must have a final course average of at least 80% to successfully pass the course.**
## X. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment*</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1- January 14</td>
<td>Assessment Defined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2- January 21</td>
<td>Good Assessment Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3- January 28</td>
<td>Creating a Culture of Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4- February 4</td>
<td>Organizing an Assessment Process I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5- February 11</td>
<td>Organizing an Assessment Process II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6- February 18</td>
<td>Grading Rubrics</td>
<td>2 - Create assessment handbook for faculty</td>
<td>January 27</td>
</tr>
<tr>
<td>Week 7- February 25</td>
<td>Effective Assignments &amp; Tests</td>
<td>3 - Create student learning plan or an institutional effectiveness plan</td>
<td>February 10</td>
</tr>
<tr>
<td>Week 8- March 4</td>
<td>Performance Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9- March 18</td>
<td>Published Instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10- March 25</td>
<td>Assessing the Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11- April 1</td>
<td>Using Assessment Results I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12- April 8</td>
<td>Using Assessment Results II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13- April 15</td>
<td>Evaluating Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14- April 22</td>
<td>Tools for Evaluating Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15- April 29</td>
<td>Class Assessment Project Paper Due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Items in bold font relate to the class assessment project.*
XII. Important Legal Information

a. FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

b. Americans with Disabilities Act Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

c. Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available on myHSC at: http://libraryasp.tamu.edu/bi/Tutorials/InfoLit/InfoEthics/AcadInteg.html

d. Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 458-7280 or by mail at 301 Tarrow, 6th Floor, College Station, Texas 77845.

Note: More information is available on the aforementioned topics to all students in the online course catalog.
Course title and number | EDHP 633 Teaching Strategies
---|---
Term | Fall 2019
Meeting times and location | Online Course / 3 Credit Hours

Course Description and Prerequisites

**Teaching Strategies** (3:0). Credit 3. Best practices research on instructional pedagogy and adult learning; principles, concepts and theories used in practice that create effective learning environments; teaching strategies responsive to diverse learning styles and needs of learners; reflective practices and self-assessment; practical classroom, simulation and clinical teaching strategies consistent with current evidence; teaching methods using technology. Prerequisites: EDHP 631; EDHP 632

Learning Outcomes

Upon completion of the course, students will be able to:

1. Recognize the impact of personality on teaching and learning preferences.
2. Design student-centered lessons that facilitate problem solving, critical thinking, and reflective thinking.
3. Develop a Teaching Portfolio.
4. Create and analyze evaluation instruments used to enhance and improve teaching performance and modify instruction as needed.
5. Differentiate between ethical issues and dilemmas as they pertain to education.
6. Recognize the importance of respect for and appropriate interactions with students regardless of age, gender, or cultural differences.
7. Apply various strategies to effectively prevent or manage problems that may occur in the classroom.
8. Identify and apply various teaching principles that define "good teaching practice" in the classroom, clinic and laboratory.

Instructor Information

Name | Stacey Arnold, EdD
---|---
Telephone number | 512-341-4980
Email address | sramold@tamu.edu
Office hours | By appointment
Office location | RRHSC – S206K
3950 North A.W. Grimes Blvd. Round Rock, TX 78665

Textbook and/or Resource Material

## Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Facilitation Styles Inventory Discussion</td>
<td>5</td>
<td>Initial post: August 29, 2019 Response: Sept 1, 2019</td>
</tr>
<tr>
<td>Learning Objectives/ Assessment</td>
<td>5</td>
<td>September 22, 2019</td>
</tr>
<tr>
<td>Basic Active Learning Strategies</td>
<td>5</td>
<td>September 29, 2019</td>
</tr>
<tr>
<td>Flipped Classroom Discussion</td>
<td>5</td>
<td>Initial post: October 3, 2019 Response: Oct 6, 2019</td>
</tr>
<tr>
<td>TBL/PBL Venn Diagram and Annotated Bibliography</td>
<td>10</td>
<td>October 20, 2019</td>
</tr>
<tr>
<td>Clinical Teaching Discussion</td>
<td>5</td>
<td>Initial post: October 31, 2019 Response: Nov 3, 2019</td>
</tr>
<tr>
<td>Lesson Development (small or large group teaching)</td>
<td>15</td>
<td>November 10, 2019</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>10</td>
<td>November 17, 2019</td>
</tr>
<tr>
<td>Teaching Toolbox Inventory</td>
<td>15</td>
<td>November 24, 2019</td>
</tr>
<tr>
<td>Final Project (lesson conversion)</td>
<td>15</td>
<td>December 3, 2019</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>10</td>
<td>December 10, 2019</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### GRADING SCALE

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<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

## Attendance and Make-up Policies

Online class participation is an individual student responsibility. Students are expected to attend all elements of the online class and complete all assignments. Students are expected to follow specific instructions for all learning activities provided. At any given time, eCampus may go down or you may encounter other technical issues. Therefore, it is strongly encouraged that you complete and upload your assignments ahead of time. Any technical issues will not be an excusable late work submission unless otherwise noted through an email from us. Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to attendance and make-up policy.

## Course Topics, Calendar of Activities, Major Assignment Dates

An expanded calendar is posted in eCampus

### Week 1
- **Topic**: Course Overview/Teaching and Learning Styles
- **Assignment**: Discussion Board *(Initial post due by 11:59 pm, August 29th, response to class member due by 11:59 pm, September 1st)*

### Week 2
- **Topic**: Metacognition
- **Assignment**: Reading

### Week 3
- **Topic**: Mindset and Motivation
- **Assignment**: Reading
<table>
<thead>
<tr>
<th>Lesson Design Stage 1: Learning Objectives</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Design Stage 2: Assessment</td>
<td>Objectives and assessments assignment (Due by 11:59 pm, September 22&lt;sup&gt;nd&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Lesson Design Stage 3: Designing Instruction</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Active learning strategies assignment (Due by 11:59 pm, September 29&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Classroom Teaching: Flipping the Classroom</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Discussion Board (Initial post due by 11:59 pm, October 3&lt;sup&gt;rd&lt;/sup&gt;, response to class member due by 11:59 pm, October 6&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Classroom Teaching: Advanced Active Learning Strategies</td>
<td>Reading</td>
</tr>
<tr>
<td>Classroom Teaching: Advanced Active Learning Strategies</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Venn Diagram and Annotated Bibliography for TBL/PBL (Due by 11:59 pm, October 20&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Teaching in the Clinical Setting</td>
<td>Reading</td>
</tr>
<tr>
<td>Teaching in the Clinical Setting</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Discussion Board (Initial post due by 11:59 pm, October 31&lt;sup&gt;st&lt;/sup&gt;, response to class member due by 11:59 pm, November 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Self-Directed Learning Teaching with Technology</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Lesson Development Project Part 1 (Due by 11:59 pm, November 10&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Assessment &amp; Evaluation of Teaching Practices</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Peer review of project (Due by 11:59 pm, November 17&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Lesson Development Project</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Detailed project instructions provided through eCampus Teaching Toolkit Inventory (Due by 11:59 pm, November 24&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Project Work Week</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Final Lesson Development Project (Due in eCampus by 11:59 pm, December 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Wrap Up/Self-Reflection</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper (Due by 11:59 pm, December 10&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

General Course Information:
This course content is housed in weekly folders in eCampus. All required assignments must be completed and submitted in eCampus by the assignment deadline, which is typically 11:59 pm on the assignment due date. Failure to submit the required work by the due date/time will result in a zero unless otherwise determined by course faculty.

All written work submitted for grading must be typed, double spaced, with a minimum of 1” margins, using APA (American Psychological Association) format.

Survival Guides: Survival Guides are checklists that can help you as you progress through the course. Survival Guides are found in each week’s folder and gives you an overview of the assignments and due dates for that week. You may want to print it out and check off the items as you complete the tasks.

Discussions: Course discussions will be held throughout the semester. The purpose of the discussions is to tie together the information from the readings from that week and give you an opportunity to reflect on a question from those readings as well as reflect on the responses from your classmates.

The discussions are found under each week’s folder. They can also be accessed from the course menu. There are 3 total discussions. Each discussion is worth 5 points. The expectation for the discussion is that you post one initial response to the question (starting a new thread) and at least one response to a classmate’s initial response. Your initial response is worth 3 points and should be posted by 11:59 pm of the due date listed in the syllabus. This will ensure that your classmates have time to respond. The peer response(s) to your classmate(s) post(s) is/are worth 2 points. The peer response is due by Sunday at 11:59 pm of that week. Please keep posts on-topic and be sure your responses to your classmates’ posts are a thoughtful extension of their thoughts. “I agree” is not a thoughtful response. Multiple responses to multiple threads are encouraged. We want a discussion, after all.

Discussion Rubric:
Initial Response:
0 pt. – Student gives no response.
1 pt. - Student contributes a simple comment or sentence without justification or explanation.
2 pts. – Student contributes thoughtfully based on experience but doesn’t exhibit knowledge of the readings.
3 pts. –Student contributes thoughtfully based on readings, ties it to experience or what if situations that imply forethought or reflection.

Peer Response:
0 pt. – Student gives no responses to classmates.
1 pt. – Student gives a response but it is not a thoughtful extension of the discussion.
2 pts. – Student gives a response that is a thoughtful extension of the discussion.

Once you have read the discussion question for the week, click on “Create Thread” to start a new thread with your initial response. Make sure to click on “Submit” in order to create the thread so that others can see it. To respond to a classmate’s response click on the post title, read it, then click on “Reply” to respond. Make sure to click on “Submit” in order to post the reply. One additional assignment will be posted to a Discussion Board thread so that all class members will have access to the information you will be asked to provide. It will not be graded as a discussion. If you need more help posting on the Discussion Board, be sure to click on the eCampus Help link on the course menu.

Personalized Instructor/Course Appraisal System (PICA): PICA is the instructor and course evaluation system utilized through Texas A&M University. At the end of the semester, you will receive information about completing evaluations through PICA. Feedback is an essential part of the learning experience. Your feedback will help make improvements in the course/program, which will result in a better learning experience for you and your classmates. It is important that students complete the evaluations as your input is highly valued. When completing your evaluations, please give your honest and candid comments as all responses are confidential.
Americans with Disabilities Act (ADA)

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Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number: Teaching Practicum EDHP 634
Term (e.g., Fall 200X): Spring, Fall or Summer 20XX
Meeting times and location: Online

Course Description and Prerequisites

Teaching Practicum (1-3:0). Credit 1-3. Education role theory and practice with socialization into the educator role; guided practicum with experiences in the application of the health professional’s role as educator in selected academic and healthcare settings; experiences in the classroom and/or the clinical area (academic or staff educator) as desired by the health profession.
Prerequisites: Completion of at least two of the core education courses (i.e. EDHP630, EDHP631, EDHP632, EDHP633)

Instructor Information

Course Director
Name
Telephone number
Email address
Office hours
Office location

Learning Outcomes & Objectives

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Assessment Method:</th>
<th>EDHP SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Investigate how educational theory translates into practice</td>
<td>T&amp;E</td>
<td></td>
<td>Develop/Enhance teaching skills and utilize principles of education in the role of a health profession educator</td>
</tr>
<tr>
<td>2. Apply instructional strategies/techniques in an academic setting</td>
<td>T&amp;E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reflect and analyze the effectiveness of educational experiences such as teaching, curriculum development, evaluation, etc.</td>
<td>T&amp;E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identify resources and develop a plan for improving teaching, teaching strategies, assessment, and/or evaluation</td>
<td>T&amp;E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Textbook and/or Resource Material
There are no required texts for this course. Readings will be suggested for each of the different experiences/assignments.

Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (as set forth and signed by all parties in the guidelines at the beginning of the practicum)</td>
<td>50%</td>
</tr>
<tr>
<td>Mid-Point Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Summative Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Reflections Papers</td>
<td>5%</td>
</tr>
<tr>
<td>Plan for Improvement/Enhancement of Teaching and/or Teaching Strategies</td>
<td>10%</td>
</tr>
<tr>
<td>Course Supervisor Teaching Observation</td>
<td>5%</td>
</tr>
<tr>
<td>*Online Preparation Module: Teaching assistant institute Preparation-CTE (see below for directions)</td>
<td>S/U</td>
</tr>
</tbody>
</table>

100%

*Online Preparation Module:

1. Access the course by clicking this link or copying and pasting it into your browser: [https://apps7.system.tamus.edu/TrainTraq/web/External/ExternalGatewayLogon.aspx](https://apps7.system.tamus.edu/TrainTraq/web/External/ExternalGatewayLogon.aspx).

2. EMAIL: Sign on using your TAMU email address if it DOES NOT contain underscore (_) or dash (-) characters. If you do not have a TAMU email address or if your TAMU email address has an underscore (_) or dash (-) characters, you may use a personal email which does not contain one or more underscore or dash characters.

3. PASSWORD: The password for the preparation course is `cor^net!Pe-arl84`. The password is not your TAMU password.

4. Search for and complete course **2111828 – Teaching Assistant Institute Preparation – CTE**.

5. Upon successful completion, students will receive a Certificate of Completion for the Online Preparation Module.

6. It is suggested students retain this certificate for their records. Successful completion will also be recorded on students’ TrainTraq transcript.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

Students must have a final course average of at least 80% to successfully pass the course.

Attendance and Make-up Policies

Date Revised: 11/13/16 By: R. Bentley
Online class participation is an individual student responsibility. Students are expected to attend all elements of the online class and complete all assignments. Students are expected to follow specific instructions for all learning activities provided within each module.

Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to attendance and make-up policy.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Attendance is required for the 120 contact hours either in clinical work or specifically in teaching. The guidelines will be set forth at the beginning of the course for each individual based on their practicum choice(s) and completion will be dependent on finishing all of the required hours. A signature will be necessary that supports the student’s attendance as set forth in the beginning of their practicum experience.

**Course Topics, Calendar of Activities, Major Assignment Dates (This information is based on the individual students requirements)**

Must include dates on which major exams will be given and assignments will be due and should not be changed without notification of all students in the course. Include a statement that all dates are subject to change. Include major topics, assignments, etc. Reference where an up to date schedule can be accessed. INCLUDE an INITIAL or REPRESENTATIVE schedule in the appendix.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Evaluation</th>
<th>**Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adult Learning Theory and Six Principles of Adult Learning</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Behaviorist Learning Theories</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cognitivist Learning Theories</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Constructivist, Social and Situational Learning Theory</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Instructional Strategies/Techniques</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Effectiveness of Curriculum Development</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Effectiveness of Evaluation</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Resources for teaching</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lessons Learned</td>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Improvements needed</td>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>11-16</td>
<td>Completion of Practicum Hours</td>
<td>Mid/term and Final Evaluation Participation</td>
<td></td>
</tr>
</tbody>
</table>

**Due dates will be assigned by Course Director**

**Other Pertinent Course Information**

The teaching practicum is intended to meet the unique needs of our individual students. Teaching in healthcare can require a practicum in either one of the following and/or a combination of them:

**Practicum I: Outpatient Teaching**

Teaching in an outpatient setting is important for clinician-educators in academic and community practice. The student electing to complete a practicum in outpatient teaching will identify a primary site and preceptor. The preceptor must agree to be responsible for observations and evaluation of teaching, including a mid-point and final summative evaluation at the conclusion of the hours. Should it be a split practicum assignment, two evaluations will still be required, one at the halfway point and another at the end. The
student will be responsible for submission of personal reflections in response to the teaching experience. They will be required to submit a personal evaluation of their teaching and plans for improving/inclusion of new skills/strategies learned, and finally an evaluation of lessons learned.

**Practicum II: Inpatient Teaching**

Inpatient teaching is also a valuable activity for clinician-educators in both academic and community practice. The student will be required to identify a primary preceptor. The preceptor must agree to be responsible for observations and evaluation of teaching, including a mid-point and final summative evaluation at the conclusion of the required hours. Should it be a split practicum assignment, two evaluations will still be required, one at the halfway point and another at the end. The student will be responsible for submission of a personal reflection in response to the teaching experience. They will be required to submit an evaluation of their teaching and plans for improving/inclusion of new skills/strategies learned, and a final evaluation of lessons learned.

**Practicum III: Classroom Teaching**

Classroom teaching is also an important part of the role of clinician-educators. Students will identify a primary preceptor who will be responsible for observation and evaluation of their teaching. The preceptor must be willing to provide written observations and evaluations of their clinical teaching and a formal summative evaluation as well. The student will provide reflections of their teaching experiences, lessons learned and a plan to improve their own teaching.

**Practicum IV: Combination Practicum**

The student who wishes to participate in a practicum that would be divided among more than one of these listed will be included in the “combination practicum.” He or she will be assigned a division of the 120 hours between specific assignments. (Example: A student might elect to do a combination practicum consisting of 60 hours in outpatient teaching and 60 hours of classroom teaching in which case he/she would be in the combination practicum.)

**Practicum V: Alternative Practicum**

In the event that a student’s practicum falls outside the realm of specific outpatient, inpatient, and/or classroom teaching, they will be assigned to Practicum V. Again, faculty will work with the individual student’s needs to fulfill the specific requirements for their discipline to increase their expertise in their particular area.

The Teaching Practicum will consist of a total of 120 hours of classroom and/or clinical contact. If it is a combined practicum, there should be an appropriate division of time based on the individual student’s needs. This will be planned/coordinated at the beginning of the course. Forms will be provided for all preceptor evaluations. EACH student in the Teaching Practicum will have a supervisor directly associated with their practicum. Additionally, a graduate faculty member associated with the course will be assigned to each enrolled student. Students will work collaboratively with their assigned Teaching Practicum Supervisor and their assigned graduate faculty member (Course Supervisor).

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

**Academic Integrity**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*
Education for Healthcare Professionals

EDHP 634: TEACHING PRACTICUM
Guidelines, Responsibilities, and Forms
A. Responsibilities of the Student

To participate in a practicum the student should follow the procedures listed below:

1. Discuss with the Course Director your interests and ask about specific expectations and duties of the experience, and how supervision will occur.

2. Complete a Practicum Location Request form (Appendix A), have it signed by the practicum supervisor where you wish to complete your practicum, and submit it for approval to your Course Director by the date requested. Students and supervisors will be notified of the confirmed practica within two weeks.

3. After the Practicum Location and Supervisor have been confirmed, meet with your Practicum Supervisor to determine the desired outcome(s) of the practicum experience.

4. In conjunction with your Practicum Supervisor, complete the Practicum Contract (Appendix B) and return it to the Course Director for approval. A signed copy will be returned to the student and the supervisor.

5. Meet with your Practicum Supervisor on a regular basis through the semester to discuss/evaluate the Practicum and make adjustments if necessary. Have the Supervisor complete and review with you your Mid- Semester Evaluation (Appendix D). Submit your Mid- Semester Evaluation to your Course Director.

6. Complete the 120 hours of practicum work within the time and criteria outlined in the contract. Do your best work and keep your Practicum Supervisor and Course Director informed of your progress.

7. At the end of the Practicum, meet with your Practicum Supervisor once again for a final evaluation of the experience. Students should complete and discuss the Student Evaluation of Practicum Experience and Plan for Enhancement form (Appendix C) and supervisors should complete and discuss the Supervisor Evaluation of Practicum Experience form (Appendix D). Both forms should be forwarded to the Course Director.

8. Turn in Reflections Paper/Lessons Learned to both your Practicum Supervisor and Course Director by the date indicated on your syllabus.
B. The Practicum Contract

The purpose of the Practicum Contract is to state in writing the agreements made between the student and the practicum supervisor regarding the joint expectations for the supervised experience. The contract should address the following areas: (1) the student's goals in choosing the practicum; (2) the specific activities that will be undertaken to fulfill these goals; (3) the products that will be completed during the practicum; and (4) the time per week the student will devote to fulfilling the practicum requirements.

The product is a reflection paper/lessons learned that will be turned in to your supervisor as well as the course director by the date indicated on your syllabus.

Practicum Contracts (Appendix B) must be approved by the Practicum Supervisor, the student, AND the Course Director.

C. Responsibilities of the Practicum Supervisor

1. Once you have agreed to serve as the supervisor, sign the Practicum Location Request form (Appendix A) and return it to the student so the student can submit it to the Course Director for approval by the date requested. Your Practicum student should be confirmed within two weeks.

2. Meet with the practicum student to develop the Practicum Contract (Appendix B). Be sure to discuss the criteria for evaluating the accomplishments of the practicum goals and how the mid-semester and final evaluations will be conducted (see Supervisor Evaluation of Practicum Experience). Once an agreement on goals and activities for the practicum has been reached, sign the Practicum Contract along with the student and return it to the Course Director for approval no later than the first week of classes. A signed copy will be returned to the supervisor and student.

3. Before the practicum student begins (or soon thereafter), inform other staff in your office about the specific purposes of the practicum and encourage their cooperation in creating a positive educational experience for the student. Integrate the student as much as possible into the overall operation of the department/office, so he/she feels part of the staff. If at all possible, give the student a designated work space.

4. Schedule regular meetings with the student to discuss progress and to receive observations and reactions to the experience.

5. By mid-semester, complete the mid-semester evaluation (See Appendix D) and discuss any changes that may be needed in the responsibilities and/or contract. Realize that the student will have a deadline for submitting this evaluation to the course director. Please assist them in meeting this deadline.

6. If needed, consult with the Course Director during the semester concerning the student's performance or any other related problems.
7. At the end of the semester, complete and discuss with the student the final evaluation of the practicum and request his/her own evaluation of the experience (See appendices C and D, respectively).

8. Submit evaluation forms to the Course Director by the deadline so that a final grade may be submitted.
APPENDIX A

PRACTICUM LOCATION REQUEST
EDUCATION FOR HEALTHCARE PROFESSIONALS
PRACTICUM LOCATION REQUEST

Date ___________________________________
Name ___________________________________ UIN# ___________________
Semester/Year ___________________________

PREFERENCE

Location _____________________________________________
Supervisor ____________________________________________
Phone ____________________  Email _____________________

JUSTIFICATION (Explain your selection and priorities – continue on back if necessary):

APPROVAL:

________________________________
Practicum Supervisor

________________________________
Course Director
APPENDIX B

PRACTICUM

CONTRACT
EDHP 504: Teaching Practicum

Date ___________________________________  UIN# ___________________
Name ___________________________________  Semester/Year ___________________________

Supervisor’s Name __________________________________________________
Title __________________________________________________
Email __________________________________________________
Department/Office ________________________________________
Mailing Address/Mail Stop _________________________________
Phone __________________________________________________

Number of hours/week Practicum student will be expected to complete _________

GOALS (What you wish to accomplish, including skills you want to develop):

(Continued on next page)
**ACTIVITIES** (Tasks to be accomplished to achieve goals):

**PRODUCT** (Reflection paper/lessons learned):

(Continued on next page)
SIGNATURES:

________________________________      ______________________  
Practicum Supervisor                                   Date

________________________________      ______________________  
Student                                     Date

_________________________________  _______________________
Course Director      Date
APPENDIX C

STUDENT EVALUATION OF PRACTICUM EXPERIENCE
PRACTICUM INFORMATION

Student Name: ___________________________ UIN# __________________
Semester/Year: ____________________________________
Supervisor: ____________________________________________

Name

__________________________________________________________
Department

Course Director: ____________________________________

Hours/weeks spent in Practicum setting: ____________________________

EVALUATION OF PRACTICUM EXPERIENCE
Circle the number that best represents your opinion based on the following scale:

5- Strongly Agree to 1 – Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received adequate orientation to the goals, objectives, and operational policies of the Department/office.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Was given sufficient time to learn and to assume responsibility.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Was given freedom to exercise judgment and try out new ideas.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Obtained helpful feedback from my supervisor on my strengths and weaknesses.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The experience was well structured and designed to promote learning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Received support from the staff and felt I was welcomed.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I was completely satisfied with this fieldwork experience.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>This experience was valuable in my professional development.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
COMMENTS AND RECOMMENDATIONS

1. What specific recommendations can you provide to improve the practicum experience?

2. What specific recommendations can you provide to improve the supervision aspect of the practicum?

PLAN FOR IMPROVEMENT OF YOUR TEACHING

1. Which components of the practicum will help you improve your teaching?

2. Identify areas where you will seek additional training to enhance your teaching skills.

3. Provide any additional comments about the practicum experience.

__________________________________________          _________________
Student’s Signature      Date
APPENDIX D

SUPERVISOR EVALUATIONS OF PRACTICUM EXPERIENCE (Mid-Semester & Final)
Please rate the level of accomplishment attained to date by the student using the following scale:

0 = Not applicable
1 = Is not meeting the minimal performance/expectations
2 = Meeting minimal performance expectations
3 = Exceeding minimal performance expectations
4 = Performing at an exceptional level

PROFESSIONAL BEHAVIOR ON THE JOB

1. Familiar with office functions and procedures
2. Personal dress and grooming is appropriate
3. Consults with supervisor and staff
4. Actively participates in office activities
5. Reliable, punctual, and responsible
6. Fulfills the amount of hours required
7. Follows directions with minimal supervision
8. Takes advantage of learning opportunities
9. Follows through with assignments and projects
COMMUNICATIONS AND HUMAN RELATIONS SKILLS

1. Conveys ideas and thoughts clearly and articulately
2. Establishes open and honest relations with others
3. Exhibits the capacity to admit mistakes
4. Flexible and adaptable to new situations
5. Has tact in expressing views
6. Respect for others
7. Listens to others
8. Handles confidential information in an appropriate way

SPECIFIC TEACHING COMPETENCIES

1. Creates a positive learning environment.
2. Demonstrates planning and organization in his/her teaching approach.
3. Demonstrates mastery of the subject matter.
4. Promotes higher-order thinking in interactions with students.
5. Offers constructive feedback.
6. Shows patience in accommodating different skill levels of learners.
7. Provides demonstrations or guidance without assuming control.
8. Available to students throughout the assigned period.
9. Efficient use of time when responding to individual students.
10. Relates clinical and basic science information.

PROGRAMMING COMPETENCIES

1. Works with minimal supervision
2. Selects and uses appropriate materials
3. Displays resourcefulness and innovation
4. Shows positive decision making and problem solving skills
SPECIFIC OBJECTIVES FOR THE PRACTICUM

Do you feel the student is making satisfactory progress towards accomplishing his/her goals as outlined in the Practicum Contract? Please explain.

OVERALL EVALUATION OF THE PRACTICUM STUDENT

Based upon your observation to date, what are the student’s key strengths?

Please indicate in which areas the student needs to improve to gain a reasonable level of competence:

_____________________________________________________               _______________________
Practicum Supervisor’s Signature      Date
SUPERVISOR FINAL EVALUATION OF PRACTICUM EXPERIENCE

Student: ________________________________________________________________

Supervisor: __________________________________________________________

Please rate the level of accomplishment attained to date by the student using the following scale:

0 = Not applicable
1 = Was not meeting the minimal performance expectations
2 = Met minimal performance expectations
3 = Exceeded minimal performance expectations
4 = Performed at an exceptional level

PROFESSIONAL BEHAVIOR ON THE JOB

_____ 1. Was familiar with office functions and procedures
_____ 2. Personal dress and grooming was appropriate
_____ 3. Exhibited a desire to consult with supervisor and staff
_____ 4. Participated actively in office activities
_____ 5. Was reliable, punctual, and responsible
_____ 6. Fulfilled the amount of hours required
_____ 7. Followed directions with minimal supervision
_____ 8. Took advantage of learning opportunities
_____ 9. Followed through with assignments and projects

COMMUNICATIONS AND HUMAN RELATIONS SKILLS

_____ 1. Conveyed ideas and thoughts clearly and articulately
_____ 2. Established open and honest relations with others
_____ 3. Exhibited the capacity to admit mistakes
_____ 4. Exhibited flexibility and adaptability to new situations
_____ 5. Displayed tact in expressing views
_____ 6. Respected others
_____ 7. Listened to others
_____ 8. Handled confidential information in an appropriate way
SPECIFIC TEACHING COMPETENCIES

_____ 1. Created a positive learning environment.
_____ 2. Planned and organized his/her teaching approach.
_____ 3. Mastered the subject matter.
_____ 4. Promoted higher-order thinking in interactions with students.
_____ 5. Offered constructive feedback.
_____ 6. Showed patience in accommodating different skill levels of learners.
_____ 7. Demonstrated or guided without assuming control.
_____ 8. Was available to students throughout the assigned period.
_____ 9. Made efficient use of time when responding to individual students.
_____ 10. Related clinical and basic science information.

PROGRAMMING COMPETENCIES

_____ 1. Worked with minimal supervision
_____ 2. Selected and used appropriate materials.
_____ 3. Was resourceful and innovate
_____ 4. Exhibited positive decision making and problem solving skills

SPECIFIC OBJECTIVES FOR THE PRACTICUM

Do you feel the student accomplished his/her goals for choosing this practicum site? Do you feel the expectations you had for the work to be done by the student were accomplished? Please explain.

(Continued on next page)
OVERALL EVALUATION OF THE PRACTICUM (Please check one)

_____ The student has successfully completed the goals and achieved a reasonable level of competence. I recommend the following grade (please circle one):

A B C F

_____ The student was not able to achieve the goals established for the practicum and should repeat the experience.

Please indicate in which areas the student needs to improve to gain a reasonable level of competence:

_________________________               _______________
Practicum Supervisor’s Signature      Date
Course title and number  
Research and Writing in Education for Healthcare Professionals  
635  
Term  
Fall, Spring, Summer 20XX  
Meeting times and location  
Online

**Course Description**

**EDHP 635 (3:0) 3 Credits.** Guided process to continue a research study; completing a draft of the thesis and/or the preparation of the oral defense.

**Prerequisites:** Approval of the Course Director and Completion of the HCPI/NURS 652: Scholarship and Application.

**Learning Outcomes**

1. Formulate research and thesis products developed in HCPI/NURS 652: Scholarship Integration and Application  
2. Create or develop other needed research areas for completion of or draft of the thesis or oral defense

**Instructor Information**

Name  
Telephone number  
Email address  
Office hours  
Office location

**Textbook and/or Resource Material**

No textbook required. All course materials are available online 24/7.

**Citation Resources**

Students should confirm a documentation style with their Faculty Advisor for all written course work. Texas A&M University Writing Center has resources for several documentation styles. Please review the following links:

University Writing Center: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Handouts-(Get-It-Written)/Citing/Citation-Styles-(with-Web-Links)](http://writingcenter.tamu.edu/Students/Handouts-Guides/Handouts-(Get-It-Written)/Citing/Citation-Styles-(with-Web-Links))

Grading Policies
The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
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<td>B</td>
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<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

**ATTENTION ALL STUDENTS:** Students must have a final course average of at least 80% to successfully pass the course.

Attendance and Make-up Policies
Attendance in an online class is determined by individual participation in course activities.

Late Work Policy: Assignments need to be turned in by 11:59 pm on the due date. Late work is generally not accepted unless there is a very valid reason. At any given time, Blackboard may go down or you may encounter other technical issues. Therefore, it is strongly encouraged that you complete and upload your assignments ahead of time. Any technical issues will not be an excusable late work submission unless otherwise noted through an email from the instructor. Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to attendance and make-up policy.

Course Topics, Calendar of Activities, Assignment Dates
Course topics, schedules, and goals will be determined individually for each student.

Other Pertinent Course Information

**FERPA**
The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**Americans with Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**
For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number  HCPI 658. Survey Research
Term  Fall 2019
Meeting times & location  Online Education

Course Description and Prerequisites
This course will help health professional graduate students develop the knowledge and skills necessary to plan, conduct and evaluate survey research as well as write a survey research proposal.

Student Learning Outcomes
Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Taught (T) and/or Evaluated (E)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the scope of survey research and the types of research questions that are asked.</td>
<td>T/E</td>
<td>Course Assignments</td>
</tr>
<tr>
<td>Formulate hypotheses-research questions for a survey research project.</td>
<td>T/E</td>
<td>Course Assignments/Class Critiques/Survey Proposal Project</td>
</tr>
<tr>
<td>Critically review survey research articles.</td>
<td>T/E</td>
<td>Class Critiques / Survey Proposal Project</td>
</tr>
<tr>
<td>Develop a research proposal for a survey project.</td>
<td>T/E</td>
<td>Class Critiques / Survey Proposal Project</td>
</tr>
<tr>
<td>Pilot-test a survey.</td>
<td>T/E</td>
<td>Course Assignments/ Survey Proposal Project</td>
</tr>
<tr>
<td>Enter pilot data and create graphs (in Excel).</td>
<td>T/E</td>
<td>Course Assignments</td>
</tr>
<tr>
<td>Use plagiarism prevention software.</td>
<td>T/E</td>
<td>Survey Proposal Project</td>
</tr>
</tbody>
</table>

Instructor Information

Name  Dr. Anneta Bitouni
Telephone  214-828-8343
Email address  abitouni@tamu.edu
Office hours  By appointment
Office location  TAMU College of Dentistry room #716
Required Textbooks

Title: Questionnaire Survey Research: What Works
Author: Linda Suskie
Edition/Copyright: 2nd edition, 1996 (out of print but available)
Publisher: Association for Institutional Research

Title: Internet, Phone, Mail and Mixed Mode Surveys: The Tailored Design Method
Author: Don Dillman, Jolene Smyth and Leah Christian
Publisher: Wiley
ISBN: 978-1118456149

Class Activities

Assignments

• Weekly assignments (11) and the final survey proposal are due on Sunday before midnight each week. One point will be deducted for each day that the assignment is posted late.
• For the survey proposal project, both a draft and the final paper will need to be entered into Turnitin to check for excessive duplication with other sources. The draft entry will help you prevent excessive copying (plagiarism). Three points will be deducted for each day that the paper is posted late.

Grading Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Assignments</td>
<td>55% (11 x 5 pts)</td>
<td>Sundays by midnight</td>
</tr>
<tr>
<td>Survey Proposal Paper</td>
<td>45%</td>
<td>December 8</td>
</tr>
</tbody>
</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>1 (Aug 26)</td>
<td>Survey Research</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (Sept 2)</td>
<td>Survey Research Critique</td>
</tr>
<tr>
<td>3 (Sept 9)</td>
<td>Item Abstract</td>
</tr>
<tr>
<td>4 (Sept 16)</td>
<td>Survey Purpose &amp; Questions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (Sept 30)</td>
<td>Literature Review</td>
</tr>
<tr>
<td>7 (Oct 7)</td>
<td>Validity &amp; Reliability</td>
</tr>
<tr>
<td>8 (Oct 14)</td>
<td>Sampling</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10 (Oct 28)</td>
<td>Pilot Testing</td>
</tr>
<tr>
<td>11 (Nov 4)</td>
<td>Conducting the Pilot Test</td>
</tr>
<tr>
<td>12 (Nov 11)</td>
<td>Data Entry, Graphs &amp; Qualitative Analysis</td>
</tr>
<tr>
<td>13 (Nov 18)</td>
<td>Writing the Report</td>
</tr>
<tr>
<td>14 (Nov 25)</td>
<td>Writing the Report Continued</td>
</tr>
<tr>
<td></td>
<td>(Thanksgiving Nov 28-29)</td>
</tr>
<tr>
<td>15 (Dec 2)</td>
<td>Survey report due by <strong>December 8</strong></td>
</tr>
</tbody>
</table>
Attendance and Make-up Policies

If you fail this course, you will need to re-take it in the semester when it is again offered.

Course Evaluations

Course evaluations are conducted through the Texas A&M University Personalized Instructor/Course Appraisal System (PICA). Feedback is an essential part of the learning experience. Your feedback will help make improvements in the course/program, which will result in a better learning experience for you and your classmates. It is important that you complete the evaluations as your input is highly valued.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. Please refer to the following website concerning all student rules (http://student rules.tamu.edu/).
# 658 Grading Rubric for Weekly Assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Understanding</td>
<td>0 Points No assignment</td>
<td>1 Points Poor understanding of assignment. This assignment needs to be redone.</td>
<td>2 Points Adequate understanding of assignment. This assignment needs major revisions.</td>
<td>3 Points Good understanding of the assignment. This assignment needs minor revisions.</td>
<td>4 Points Thorough understanding of the assignment. This assignment will serve as an excellent section for a research proposal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>0 Points No assignment or many errors. Most are distracting to readers and interfere with comprehension.</td>
<td>1 Points Possibly a few errors but overall well-constructed sentences, good grammar and few misspelled words.</td>
</tr>
<tr>
<td></td>
<td>Poor (0 points)</td>
<td>Fair (1 point)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Length &amp; grammar</strong></td>
<td>&lt;5 pages, not double spaced, consistently incorrect grammar</td>
<td>&lt;6 pages, not double spaced, some incorrect grammar</td>
</tr>
<tr>
<td><strong>Citations &amp; references (APA or Nat'l Library style)</strong></td>
<td>Incorrect citation format and/or reference page. Originality score more than 20%</td>
<td>Correct format for some citations &amp; references. Originality score about 20%</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background &amp; purpose</strong></td>
<td>Missing</td>
<td>Both background &amp; purpose unclear and/or missing</td>
</tr>
<tr>
<td><strong>Review of the literature</strong></td>
<td>Missing</td>
<td>&lt;6 articles. Does not present the rationale for the study</td>
</tr>
<tr>
<td><strong>Research questions</strong></td>
<td>Missing</td>
<td>Neither clear or measurable</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Study population &amp; sampling plan</strong></td>
<td>Missing</td>
<td>Not well explained or correct</td>
</tr>
<tr>
<td>Category</td>
<td>Poor (0 points)</td>
<td>Fair (1 point)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Survey implementation plan, procedures &amp; budget</td>
<td>Missing</td>
<td>Not well explained or incorrect. Some are missing.</td>
</tr>
<tr>
<td>Pilot testing</td>
<td>Missing</td>
<td>Inadequately explains the testing &amp; revisions</td>
</tr>
<tr>
<td>Description of survey instrument (number and types of questions, sequencing)</td>
<td>Missing</td>
<td>Inadequately explains the content</td>
</tr>
<tr>
<td>Plan for reliability &amp; validity</td>
<td>Missing</td>
<td>Inadequate and incorrect</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover letter</td>
<td>Missing</td>
<td>Included but with many errors</td>
</tr>
<tr>
<td>Survey</td>
<td>Missing</td>
<td>Included but with many errors</td>
</tr>
<tr>
<td>Item abstract</td>
<td>Missing</td>
<td>Included but with many errors</td>
</tr>
<tr>
<td>Proposed budget</td>
<td>Missing</td>
<td>Included but with many errors</td>
</tr>
</tbody>
</table>
Course title and number  Project EDHP 636
Term  Spring 2019
Meeting times and location  Online

Course Description and Prerequisites

Project (3:0). Credit 3. Non-thesis MS students will conduct a pedagogy-related research; practice effective research strategies as a collaborative, mentored experience. Approved projects will include written as well as a final oral presentation.
Prerequisites: EDHP 630, 631, 632, 633, 634, HCPI 652 and approval of the course director.

EDHP Program Outcomes

| Create collaborative interprofessional care teams to bring a systems-perspective to ethical and critical decision-making achieved through working relationships |
| Effectively communicate strategies related to culture and health |
| Develop/enhance teaching skills and utilize principles of education in the role of a health profession educator. |
| Integrate care services across the healthcare system |
| Use appropriate technologies in the health care environment to communicate, collaborate, conduct research, and solve problems |
| Develop/enhance valid (data-supported) research knowledge and skills. |

Student Learning Outcomes

Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate scholarship of practice and inquiry within an Educational Theory Framework.</td>
<td>T &amp; E</td>
<td>Project</td>
</tr>
<tr>
<td>Formulate a solution to the selected problem through scientific inquiry.</td>
<td>T &amp; E</td>
<td>Project</td>
</tr>
<tr>
<td>Establish scholarship of practice and inquiry through successful presentation and defense of the Scholarly Project.</td>
<td>T &amp; E</td>
<td>Project</td>
</tr>
</tbody>
</table>

updated 1/10/2019
Faculty Information

Name
Office phone
Email
Office hours - by appointment
Office location

Textbook and/or Resource Material

No text is required, however please discuss materials or resources that might be utilized with your Course Director.

Citation Resources

Students should confirm a documentation style with their Faculty Advisor for all written course work. Texas A&M University Writing Center has resources for several documentation styles. Please review the following link; [http://writingcenter.tamu.edu/Students/Handouts-Guides/Handouts-(Get-It-Written)/Citing/Citation-Styles-(with-Web-Links)](http://writingcenter.tamu.edu/Students/Handouts-Guides/Handouts-(Get-It-Written)/Citing/Citation-Styles-(with-Web-Links)

Grading Policies

The final course grade will be based on the following or identified assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Timeline</td>
<td>2%</td>
<td>Week 1</td>
</tr>
<tr>
<td>Interim Report #1 Introduction to the project</td>
<td>16%</td>
<td>Week 2</td>
</tr>
<tr>
<td>Interim Report #2 Literature Review</td>
<td>16%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Interim Report #3 Educational Theory</td>
<td>14%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Interim Report #4 Procedures/Methods</td>
<td>6%</td>
<td>Week 9</td>
</tr>
<tr>
<td>References (with final project)</td>
<td>4%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Project</td>
<td>16%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Abstract (with oral presentation)</td>
<td>2%</td>
<td>*Week 13, 14 or 15</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>24%</td>
<td>*Week 13,14, or 15</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Exact date will be determined during Week 1 or 2.

Grading Scale

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

updated 1/10/2019
**Attendance**

Online class participation is an individual student responsibility. Students are expected to attend all elements of the online class and complete all assignments. Students are expected to follow specific instructions for all learning activities provided in the course. Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to attendance.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

**Late Work**

All assignments are to be submitted within the stated deadlines, as listed under the Assignments tab in eCampus. A penalty of 5 points per calendar day will be assessed for graded activity that is not submitted according to course deadlines and does not constitute an excused absence. Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a complete description of policies related to make-up policy. The faculty and student will negotiate a reasonable due date based on individual circumstances. No assignment will be accepted late without an excused absence.

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic/Activity</th>
<th>Assignments Due Sunday by midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Refine proposal, consult with faculty mentor, develop timeline</td>
<td>Final Project Proposal timeline (negotiated with course faculty)</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Submit documents as directed by Faculty Advisor.</td>
<td>Interim Report 1: Introduction to Project</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Please adhere to approved timeline.</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Please adhere to approved timeline.</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Submit documents as directed by Faculty Advisor.</td>
<td>Interim Report 2: Literature Review</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Please adhere to approved timeline.</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>Submit documents as directed by Faculty Advisor.</td>
<td>Interim Report 3: Educational Theory</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>Please adhere to approved timeline.</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>Submit documents as directed by Faculty Advisor.</td>
<td>Interim Report 4: Procedures and Methods</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Please adhere to approved timeline.</td>
<td></td>
</tr>
</tbody>
</table>
Week 11  Please adhere to approved timeline. Complete Course and Faculty Evaluations

Week 12  Final Project due  Final Project (include deliverable and references)

Week 13  *Oral Presentation

Week 14  *Oral Presentation  Oral presentation* - Schedule Week 13, 14, or 15

Week 15  *Oral Presentation

*Faculty will determine due date

Other Pertinent Course Information

Project Description:
The final project should be in a format that can be used by an educational unit. It may be related to the clinical (inpatient or outpatient), classroom or online educational setting.

The document describing the project should be submitted to the committee for initial review in sections. The final written document should be at least 15-20 pages, excluding references, appendices and title page. The deliverable should be a part of the appendices.

Follow the rubrics below for the sections required in the document.

Project Grading Rubric

<table>
<thead>
<tr>
<th>Project Timeline</th>
<th>Points</th>
<th>Score</th>
<th>Due Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits project Timeline</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Report #1</th>
<th>Points</th>
<th>Score</th>
<th>Due Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify an educational problem in the classroom, clinic or in the online setting</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the rationale, goals, and objectives</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore principles of learning and instruction to identify factors affecting the problem</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the importance of the project to the targeted demographic as well as to the academic field or to health professions education.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss how the project would be evaluated in order to determine if it was successful in addressing the problem</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interim Report #2</th>
<th>Points</th>
<th>Score</th>
<th>Due Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate a scholarly question (PICO/PICOT format).</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question focuses on improved student learning outcomes.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize findings within the academic literature</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
regarding the primary focus of the project.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the relevant positions within the literature, both pro and con regarding the project, exploring where the work rests with regard to other major work in the field.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Present a scholarly discussion of the literature and present an orderly academic argument that justifies some of the major elements behind the intent of their project.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Identify the best educational practices for the classroom, clinical or the online setting as related to the project.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Literature review should move in a logical fashion toward a conclusion to justify the project. In the end, the summary statement follows the expectations of the graduate committee with regard to academic argument and referencing of the literature.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Interim Report #3
**Project draft/Outline Educational Theory**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Score</th>
<th>Due Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an educational theory to analyze factors that contribute to the problem.</td>
<td>2</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Identify drivers and barriers to change.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporate interprofessional education in ideas to address the problem.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze existing educational policies and guidelines that affect the problem.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select an education or change theory/framework to guide the project</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propose new and/or changes to policies and/or guidelines to increase the effectiveness of the proposed approach</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interim Report #4
**Procedures and Methods**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Score</th>
<th>Due Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the actions to address the problem</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Clarify the methods and tools that would be used in conducting the project and the rationale for their use.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the planning process, the initial exercises, and the activities that will lead to the final project, including the contributions of significant colleagues and contributors.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*If conducting a research study, an IRB application completed.</td>
<td>Yes/No</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### Final Project and References

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Score</th>
<th>Due Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Deliverable Product (see rubric below)</td>
<td>16</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>All sources cited in the review of literature and</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
elsewhere in the write up are identified

Citation format agreed upon with your Faculty Advisor and/or Graduate Committee (i.e. APA, Chicago, etc.) is cited correctly. APA has been selected.

<table>
<thead>
<tr>
<th>Abstract and Presentation</th>
<th>Points</th>
<th>Score</th>
<th>Due on date of oral presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information provided in the introduction section of the project should be outlined, including the rationale, goals and objectives.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentation (see rubric below)</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>

Total is 100 points

Final Deliverable Product Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor (1)</th>
<th>Acceptable (2)</th>
<th>Average (3)</th>
<th>Excellent (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Usefulness in an educational area</strong> such as clinical (inpatient or outpatient), classroom or online educational setting.</td>
<td>Minimal or no use in an educational area.</td>
<td>Partially useful in an educational area.</td>
<td>Implications for usefulness in an educational area.</td>
<td>Clearly and completely useful in an educational area.</td>
</tr>
<tr>
<td><strong>Evidenced Based</strong></td>
<td>Does not support identified educational need with evidence-based literature.</td>
<td>Supports identified educational need with evidence-based literature (1-2 sources).</td>
<td>Supports identified educational need with evidence-based literature.</td>
<td>Supports identified educational need with significant evidence-based literature presented</td>
</tr>
<tr>
<td><strong>Grammar/punctuation/spelling</strong></td>
<td>Numerous grammatical, punctuation, and spelling errors. Poor use of language.</td>
<td>A few grammatical, punctuation and spelling errors. Language lacks clarity and may be confusing</td>
<td>Consistent correct use of rules of grammar, punctuation, and spelling, with a few minor errors.</td>
<td>Consistent correct use of rules of grammar, punctuation, and spelling. Language is clear and precise.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Several format errors</td>
<td>May have a few formatting errors</td>
<td>correct format (3-4 sources)</td>
<td>correct format (at least 5</td>
</tr>
<tr>
<td></td>
<td>errors</td>
<td>sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

updated 1/10/2019
<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Clarity</th>
<th>Content</th>
<th>Style/Delivery</th>
<th>Use of Visual Aids</th>
<th>Integration of Knowledge</th>
<th>Ability to Answer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> 4 Points</td>
<td>• Well thought out</td>
<td>• Identifies the PICO question and problem</td>
<td>• Uses time wisely</td>
<td>• Well placed images</td>
<td>• Integrates research findings to broader context</td>
<td>• Anticipates audience questions</td>
</tr>
<tr>
<td></td>
<td>• Use of proper language</td>
<td>• Has advanced understanding of the approach and significance</td>
<td>• Logical progression</td>
<td>• Size and labels are clear</td>
<td>• Understands implication of data or method</td>
<td>• Understands audience questions</td>
</tr>
<tr>
<td></td>
<td>• Significance clearly stated</td>
<td>• Critically evaluates methodology</td>
<td>• Speaks with good pacing</td>
<td>• Very little text</td>
<td>• Identifies future avenues of investigation</td>
<td>• Can integrate knowledge to answer questions</td>
</tr>
<tr>
<td></td>
<td>• Previous work sets the stage for this study</td>
<td>• Scientifically rigorous and well researched</td>
<td>• Makes eye contact and does not read information</td>
<td>• Figures and images explained and described well</td>
<td>• Supports arguments or explanation with references</td>
<td>• Thoroughly responds to questions</td>
</tr>
<tr>
<td></td>
<td>• Handout and bibliography provided for audience</td>
<td>• Uses engaging tone and vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong> 3 Points</td>
<td>• Well thought out</td>
<td>• Identifies the PICO question and problem</td>
<td>• Spends too much time on introduction</td>
<td>• Excellent images but not always well placed</td>
<td>• Supports arguments or explanation with references</td>
<td>• Does not anticipate audience questions</td>
</tr>
<tr>
<td></td>
<td>• Use of proper language</td>
<td>• Has basic understanding of the approach and significance</td>
<td>• Speaks well, but often back tracks</td>
<td>• Size and labels are clear</td>
<td>• Integrates research findings to broader context</td>
<td>• Understands the audience questions</td>
</tr>
<tr>
<td></td>
<td>• Significance clearly stated</td>
<td>• Critically evaluates, methodology</td>
<td>• Makes good eye contact and looks at notes occasionally</td>
<td>• Very little text</td>
<td>• Has some understanding of the implications of data or method</td>
<td>• Can integrate knowledge to answer the question</td>
</tr>
<tr>
<td></td>
<td>• Handout and bibliography provided for audience</td>
<td>• Well researched</td>
<td>• Uses good vocabulary and tone</td>
<td>• Figures and charts are explained well</td>
<td>• Identifies some future avenues of investigation</td>
<td>• Thoroughly responds to most questions</td>
</tr>
<tr>
<td><strong>Adequate</strong> 2 Points</td>
<td>• Talk a bit disorganized</td>
<td>• PICO question and/or problem unclear</td>
<td>• Presentation poorly timed</td>
<td>• Labels and legends are a bit unclear</td>
<td>• Does not integrate the work or method into the broader context</td>
<td>• Does not anticipate audience questions</td>
</tr>
<tr>
<td></td>
<td>• Shows some effort to use proper language</td>
<td>• Description of approach a bit confusing</td>
<td>• Presentation jumping from different topics</td>
<td>• Size might be a bit too small</td>
<td>• Supports argument or explanation with few references</td>
<td>• Makes an effort to address question</td>
</tr>
<tr>
<td></td>
<td>• Significance a bit unclear</td>
<td>• Results and conclusions stated but not critically evaluated</td>
<td>• Some hesitation and uncertainty are apparent</td>
<td>• Too much detail</td>
<td>• Misses logical progression</td>
<td>• Can address some questions</td>
</tr>
<tr>
<td></td>
<td>• Handout and bibliography are not well formatted</td>
<td>• No use of outside readings</td>
<td>• Makes little eye contact</td>
<td>• Blocks of text on handouts or slides</td>
<td>• Figures are explained well</td>
<td>• Overlooks obvious questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Monotone and non-engaging delivery</td>
<td>• Figures are explained well</td>
<td>• AV mishaps resolved</td>
<td>• Often responds poorly to questions</td>
</tr>
<tr>
<td><strong>Inadequate</strong> 1 Points</td>
<td>• Talk difficult to follow</td>
<td>• PICO question and/or problem unclear</td>
<td>• Presentation poorly timed</td>
<td>• AV mishaps unresolved</td>
<td>• Does not integrate the work or method into the broader context</td>
<td>• Either makes no effort to respond to questions or does so poorly</td>
</tr>
<tr>
<td></td>
<td>• Unclear language</td>
<td>• Does not understand research or work</td>
<td>• Presentation poorly timed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not understand approach</td>
<td>• Does not understand research or work</td>
<td>• Presentation poorly timed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not understand conclusions or recognize implications for future work</td>
<td>• Does not understand approach</td>
<td>• Presentation poorly timed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No handout or bibliography</td>
<td>• Does not understand research or work</td>
<td>• Presentation poorly timed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No effort</strong> 0 Points</td>
<td></td>
<td></td>
<td>• Labeling is not clear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number: Directed Studies, EDHP 685 Directed
Term (e.g., Fall 200X): Summer, Fall or Spring 20XX
Meeting times and location: Online
Credit Hours: 1-3 hours

Course Description and Prerequisites

EDHP 685 (1-3 Credits). Individual pursuit of specific problems involving application of theory and practice in the various disciplines of healthcare education. No more than 3 credit hours may be applied to your degree plan.
Prerequisite: Graduate classification and approval of instructor.

Instructor Information

Name
Telephone number
Email address
Office hours
Office location

Learning Outcomes & Objectives

Students will prepare a proposed syllabus for the respective course. The proposed syllabus, at a minimum, must describe:
1) Objective(s) of the Directed Study or (i.e., what do you expect to learn from the course?),
2) Approach (i.e., how will you go about satisfying the objective(s),
3) Expected Outcomes / Deliverables (i.e., what must you produce, if anything, by the end of the semester,
4) Weekly Schedule (i.e., how will this course be built into your weekly schedule, including meetings with your advisor if appropriate),
5) Grading Scheme (i.e., how will your grade be determined at the end of the semester?), and
6) Credit Hour Justification (i.e., how do you justify the number of credits being enrolled?).

Your faculty advisor must approve your proposed objectives, approach, outcomes/deliverables, weekly schedule, grading scheme, etc.

Textbook and/or Resource Material

Materials will be determined by the specific needs of the student

Date Created/Revised: Revised: 12/9/16
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

Students enrolled in this course are not required to meet face to face but are encouraged to call and meet as needs arise.

**Course Topics, Calendar of Activities, Major Assignment Dates**

Course topics, schedules, and goals will be determined individually for each student.

**Other Pertinent Course Information**

**Americans with Disabilities Act (ADA)**

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Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

**FERPA**

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number  Research Design and Analysis, EDHP 622
Term  Spring 2019
Credit Hours  4
Meeting times and location  Online Course

Course Description and Prerequisites

EDHP 622 Research Design and Analysis (4:0) 4 Credits. A focus on the design of research studies in health professions education to include principles of research design and different types of designs; analyze the strengths and weaknesses of study designs while investigating, implementing and practicing the general principles of research design.
Prerequisites: Graduate Status

Instructor Information

Name  Emily Wilson, Ph.D.
Telephone #  979-436-9142
Email address  ewilson@tamhsc.edu
Office hours  By Appointment
Office location  Clinical Building
              8441 State Highway 47, Bryan

Name  Terri Kurz, PhD
Telephone #  512-341-4978
Email address  kurz@medicine.tamhsc.edu
Office hours  By Appointment
Office location  3950 North A.W. Grimes
              S211D, Round Rock

Learning Outcomes & Objectives

Upon completion of this course students will:

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the general principles of research design</td>
<td>T/E</td>
<td>Discussion Board (1); Readings; Research Design Project</td>
</tr>
<tr>
<td>Demonstrate an understanding of ethics and standards of research by completing the training for obtaining Human Subjects research approval.</td>
<td>T/E</td>
<td>Readings; Discussion Board (1); CITI Training</td>
</tr>
<tr>
<td>Critique published research studies that use various designs</td>
<td>T/E</td>
<td>Assignment 1: Article Critique; Discussion Board</td>
</tr>
</tbody>
</table>
Develop research questions, hypotheses, and purpose statements related to a specific research problem

Textbook and/or Resource Material

ISBN: 9781412979023

Additional Resources will be posted on e-campus.

Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Article Critique 1</td>
<td>10%</td>
</tr>
<tr>
<td>Article Critique 2</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board Question 1</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion Board Question 2</td>
<td>5%</td>
</tr>
<tr>
<td>Research Problem &amp; Questions</td>
<td>15%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20%</td>
</tr>
<tr>
<td>Research Outline</td>
<td>25%</td>
</tr>
<tr>
<td>CITI Training</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Students must have a final course average of at least 80% to successfully pass the course.

Attendance and Make-up Policies

Assignments need to be turned in by 11:59 pm on the due date. At any given time, e-Campus may go down or you may encounter other technical issues. Therefore, it is strongly encouraged that you complete and upload your assignments ahead of time. Any technical issues will not be an excusable late work submission unless otherwise noted through an email from us. Please refer to http://student-rules.tamu.edu/rule07 for a complete description of policies related to attendance and make-up policy.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/14/19-1/20/19</td>
<td>Research in Education</td>
<td>Chapter 1 Introduction – Discussion Board</td>
<td>1/20/19 11:59PM</td>
</tr>
<tr>
<td>2</td>
<td>1/21/19-1/27/19</td>
<td>Designing and Conducting Experimental Research</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/28/19-2/3/19</td>
<td>Analyzing and Interpreting Experimental Research</td>
<td>Chapter 9 Article Critique 1 Due</td>
<td>2/3/19 11:59 PM</td>
</tr>
<tr>
<td>4</td>
<td>2/4/19-2/10/19</td>
<td>Designing and Conducting Qualitative Research</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/11/19-2/17/19</td>
<td>Analyzing and Interpreting Qualitative Research</td>
<td>Chapter 10 Article Critique 2 Due</td>
<td>2/17/19 11:59 PM</td>
</tr>
<tr>
<td>6</td>
<td>2/18/19-2/24/19</td>
<td>Designing and Conducting Descriptive Research</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/25/19-3/3/19</td>
<td>Analyzing and Interpreting Descriptive Research</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/4/19-3/10/19</td>
<td>Issues in Validity and Reliability</td>
<td>Chapter 4 Discussion Board Assignment</td>
<td>3/7/19 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/18/19-3/24/19</td>
<td>Creating a Research Proposal and Identifying a</td>
<td>Chapter 8 and Chapter 2 (pp. 21-27) Research Problem, Research Questions and Hypothesis Due</td>
<td>3/24/19 11:59 PM</td>
</tr>
<tr>
<td>10</td>
<td>3/25/19-3/31/19</td>
<td>Searching Relevant Literature</td>
<td>Chapter 2 (pp. 20-42)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/1/19-4/7/19</td>
<td>Understanding Relevant Literature and Writing a</td>
<td>Chapter 3 Literature Review Due</td>
<td>4/7/19 11:59PM</td>
</tr>
<tr>
<td>12</td>
<td>4/8/19-4/14/19</td>
<td>Writing Research Reports</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/15/19-4/21/19</td>
<td>Ethics in Research</td>
<td>Discussion Board Assignment</td>
<td>4/18/19 11:59PM</td>
</tr>
<tr>
<td>15</td>
<td>4/29/19-5/5/19</td>
<td>Course Wrap Up</td>
<td>Research Design Outline Due Submit CITI certificate*</td>
<td>5/5/19 11:59PM</td>
</tr>
</tbody>
</table>

* CITI Certificate must be submitted by last day of class
Other Pertinent Course Information

Americans with Disabilities Act (ADA)

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Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

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“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number  HCPI 655  Leadership and Health Policy I
Term  Fall 2019
Credit Hours  3 hours
Meeting times and location  Online Course, (asynchronous method)

Course Description and Prerequisites
Emphasizes leadership skills while focusing on ethical decision making and effective working relationships within an organization. Prepares the health profession leader to intervene at the system level through the policy development process. Advocacy strategies to influence health and health care will be applied.  
Prerequisite: Graduate Classification

Student Learning Outcomes
Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Taught (T) and/or Evaluated (E)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate leadership styles.</td>
<td>T &amp; E</td>
<td>Weekly Papers</td>
</tr>
<tr>
<td>Integrate ethical principles and core values into leadership and policy making.</td>
<td>T &amp; E</td>
<td>Weekly Papers &amp; Leadership Philosophy Paper</td>
</tr>
<tr>
<td>Develop a personal leadership philosophy.</td>
<td>T &amp; E</td>
<td>Leadership Philosophy Paper</td>
</tr>
<tr>
<td>Analyze policy making for health care.</td>
<td>T &amp; E</td>
<td>Weekly Papers  &amp; Policy Analysis Briefing Paper</td>
</tr>
</tbody>
</table>
Instructor Information

Name
Dr. Shirley Lewis-Miranda
Johna Wright

Office phone
214-828-8446
979-436-2548

Email
slewis@tamu.edu
johna@tamu.edu

Office hours
by appointment
by appointment

Office location
College of Dentistry, room 711

*Preferred method of communication
Email
Email

Communication Policy for both Instructors:
Email communications, will be answered within three business days.
Feedback regarding assignments or assessments will be presented within seven business days.

Netiquette Guidelines – Discussion Board Posts and Responses
Alongside the Aggie Honor Code, Texas A&M university observes proper netiquette, internet etiquette. Hold yourself to the same standard online as you do in everyday life. Remember there is another human on the receiving end of your content. Make yourself look good! This is an opportunity to put your best foot forward and grow as a professional. Respect other people's time, bandwidth, and privacy, all the while giving them the respect that you would also like to receive. Share information that is worth someone else's time. Be forgiving of other people’s mistakes, because you will make them too.

Required Textbooks/Readings

Title: Leadership Theory and Practice
Author: Peter Northouse
Publisher: SAGE
ISBN: 1483317536

Title: Affordable Care Act –This is the citation for the law
Website: http://www.healthcare.gov/law/index.html

Optional Readings

Title: Health Policy Issues. An Economic Perspective
Author: Paul J. Feldstein
Edition/Copyright: 5th edition
ISBN: 978-1567934182

Title: Health Policymaking in the United States
Author: Beaufort Longest
ISBN: 978-1567937190

Title: Introduction to Health Policy
Author: Leiyu Shi
ISBN: 978-1567935806
Assignments

Weekly Learning Activities or Papers

All learning activates or papers are due at the end of the week, Sunday. Please contact your instructor if you are unable to meet the due date deadline. One point will be deducted from your assignment grade for each day that a paper is late.

Leadership Philosophy Paper
Answer the questions listed above. Please use 12 point font, double space, APA format, and Times New Roman. This should be 1000-1500 words (4-6 pages). Consult the rubric for the specific grading criteria.

This paper must be submitted before midnight, Sunday, October 22. Five points will be deducted for each day that the paper is late.

Policy Analysis Briefing Paper
This 3-5 page (750-1000 words, double-spaced) paper will require a concise, thoughtful analysis of the following situation:

You are Health Commissioner for the State of Texas. The Governor of Texas has asked for your recommendation regarding the effectiveness of the Affordable Care Act. Write a paper analyzing the impact of the Affordable Care Act, its strengths and weaknesses and improving its effectiveness.

This paper must be submitted before midnight, Sunday, December 1. Five points will be deducted for each day that the paper is late.

Evaluation

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly learning activities and papers</td>
<td>52% (13 x 4 pts each)</td>
<td>Midnight Sunday at the end of each week</td>
</tr>
<tr>
<td>Leadership Philosophy Paper</td>
<td>24%</td>
<td>Midnight on October 20</td>
</tr>
<tr>
<td>Policy Analysis Brief on the Affordable Care Act</td>
<td>24%</td>
<td>Midnight on December 8*</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Date may change for students who are graduating.

GRADING SCALE

A  90-100
B  80-89
C  70-79
D  60-69
F  Below 69

*Students must have a final course average of at least 80% to successfully pass the course
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>Week 1</td>
<td>Introduction and Trait Approach (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Week 2</td>
<td>Skills Approach (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Week 3</td>
<td>Situational Approach (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Week 4</td>
<td>Transformational Approach (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Week 5</td>
<td>Leader Member Exchange Theory (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
<tr>
<td>Sept 30</td>
<td>Week 6</td>
<td>Servant Leadership (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
<tr>
<td>Oct 7</td>
<td>Week 7</td>
<td>Leadership Ethics (Wright)</td>
<td>See listed learning activities in eCampus</td>
</tr>
</tbody>
</table>
| Oct 14  | Week 8 | Developing Your Personal Leadership Philosophy (Wright) | Leadership Philosophy Paper  
**Due October 20 (11:59pm)** |
| Oct 28  | Week 10| The US Health Care System – An Overview (Miranda) | Weekly Paper (based on readings)                      |
| Nov 4   | Week 11| Structure of the US Health Care System (Miranda) | Weekly Paper (based on readings)                      |
| Nov 11  | Week 12| Health Disparities in the US (Miranda)     | Weekly Paper (based on readings)                      |
| Nov 18  | Week 13| The Affordable Care Act (Miranda)          | Weekly Paper (based on readings)                      |
| Nov 25  | Week 14| Analyzing the Affordable Care Act          | Policy Analysis Brief on the Affordable Care Act  
**Due December 1 (11:59 pm)** |
Attendance

Attendance in an online class is determined by individual participation in course activities. Please see the course topics, calendar of activities, major assignment dates table. Please see the Assignments section for the late policy per assignment. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. Please refer to the following website concerning all student rules ( http://student rules.tamu.edu/).
### 655 Weekly Paper Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor (0 points)</th>
<th>Acceptable (1 point)</th>
<th>Excellent (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Understanding &amp; Scholarship</strong> <em>(References should include assigned readings)</em></td>
<td>Less than 250 words. Little understanding of content. No references cited.</td>
<td>At least 250 words. Adequate understanding of content. At least 1 reference cited.</td>
<td>300 words or more. Thorough understanding of content with very specific examples provided. Discussion is very reflective and an example for other students. Multiple references cited.</td>
</tr>
<tr>
<td><strong>Extent of Understanding</strong></td>
<td>Does not answer all questions.</td>
<td>Answers all question thoroughly and includes materials from the weekly objectives-readings. Question headers clearly indicated.</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Many errors which interfere with comprehension.</td>
<td>Possibly some errors but overall well-constructed sentences, good grammar and spelling. References in correct format.</td>
<td>NA</td>
</tr>
<tr>
<td>Ideas</td>
<td>Excellent (4 pts)</td>
<td>Above average (3 pts)</td>
<td>Average (2 pts)</td>
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<tr>
<td></td>
<td>Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable.</td>
<td>A solid paper, responding appropriately to assignment. Clearly states a prompt/central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</td>
<td>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views.</td>
</tr>
<tr>
<td>Organization &amp; coherence</td>
<td>Uses a logical structure appropriate to paper’s subject, purpose, and, prompt. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper’s central idea.</td>
<td>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based.</td>
</tr>
<tr>
<td>Support</td>
<td>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</td>
<td>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. 0</td>
</tr>
<tr>
<td>Style</td>
<td>Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper’s audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.</td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>May contain a few errors, which may annoy the reader but not impede understanding</td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.</td>
</tr>
</tbody>
</table>
### 655 Policy Analysis Brief Paper Grading Rubric

<table>
<thead>
<tr>
<th>4 Questions</th>
<th>Unacceptable (0 points)</th>
<th>Weak (2 points)</th>
<th>Adequate (4 points)</th>
<th>Excellent (6 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>Missing</td>
<td>Inadequate description</td>
<td>Present but could still be clearer/discussed in more detail</td>
<td>Very clearly presented with enough detail.</td>
</tr>
<tr>
<td><strong>Strength</strong></td>
<td>Missing</td>
<td>Inadequate supporting data</td>
<td>Present but could still be better supported</td>
<td>Very thoroughly supported.</td>
</tr>
<tr>
<td><strong>Weakness</strong></td>
<td>Missing</td>
<td>Inadequate description</td>
<td>Present but could still be clearer/discussed in more detail</td>
<td>Very clearly presented with enough detail.</td>
</tr>
<tr>
<td><strong>Improving Effectiveness</strong></td>
<td>Missing</td>
<td>Inadequate description</td>
<td>Present but could still be clearer/discussed in more detail</td>
<td>Very clearly presented with enough detail. Innovative ideas provided.</td>
</tr>
</tbody>
</table>
Course title and number: Quality Improvement and Informatics HCPI/NURS 651
Term: Summer 20XX
Meeting times and location: Online

Course Description and Prerequisites

Quality Improvement and Informatics (3:0). Credit 3. Overview of health care from the viewpoint of quality improvement and health care informatics; uses the science of quality measurement and improvement in conjunction with information science to propose a quality improvement initiative; legal and ethical implications of current trends in information technology and safety. Prerequisites: Graduate Classification

Learning Outcomes

Upon completion of this course, the student will be able to:

1. Demonstrate the use of systems-based practice and health information technology to improve quality patient care

2. Utilize quality improvement measurement tools for changes to systems to improve quality, safety, and patient outcomes

3. Describe important epidemiology and statistical concepts necessary for interpreting data and literature

4. Select tools for evaluating evidence in health professions literature

5. Recognize ethical issues and legal implications of health informatics and quality improvement

Instructor Information

Name: Alison Pittman, RN, MSN, CPN
Telephone number: 979-436-0140
Email address: pittman@tamhsc.edu
Office hours: Monday and Tuesday 12 pm - 1 pm

Name: Jane Kosarek, MS/MBA, RNC-OB, NEA-BC, Course Leader
Telephone number: 214-797-4172
Email address: kosarek@tamhsc.edu
Office hours: 9 am – 9 pm daily via phone or text. Emails returned within 24 hours. Scheduled phone appointments also available.
Textbook and/or Resource Material

Required:


Recommended:


Grading Policies

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Course Completion:
Students must have a course average equal to 80% or greater to successfully complete this course.

Graded Activities

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Proposal Assignment 1: Discussion Board</td>
<td>10%</td>
</tr>
<tr>
<td>Innovation Proposal Assignment 2: Annotated Bibliography</td>
<td>20%</td>
</tr>
<tr>
<td>Innovation Proposal Assignment 3: Clinical Problem Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes: 13 IHI Courses Module 6 Quiz Module 8 Quiz Total: 15 quizzes worth 2% each</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Boards (graded per rubric on eCampus)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Faculty Expectations:
The course syllabus is provided in detail to provide direction for successful completion of the course. Students are expected to follow specific directions given in course assignments.
**General Information:**
This course consists of multiple learning modules. Each module will open on Wednesday at 0001 Central Standard Time (CST) and must be completed by Tuesday at 2359 CST.

<table>
<thead>
<tr>
<th>Course Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. IHI Courses with Quizzes</strong></td>
</tr>
</tbody>
</table>
| A large percentage of your effort in this course will go toward training in the Institute for Healthcare Improvement (IHI) Open School. The IHI is an independent not-for-profit organization and leading innovator, convener, partner, and driver of results in health and health care improvement worldwide.  

IHI Open School for Health Professions aims to close the gap between what health care is and what it should be by advancing quality improvement and patient safety competencies in the next generation of health professionals. Drawing on faculty recognized nationally and globally as leaders of health care quality and safety, the IHI Open School provides a unique integrated educational community for students across multiple disciplines: medicine, nursing, dentistry, pharmacy, health care administration, and other allied health professions. It is “the other school,” in which you can enroll on a voluntary basis while attending the physical professional school of your choice. These training courses will help you become a “change agent” in your profession toward improving global health care. They will help you create a tool kit for identifying quality challenges in your workplace and identify ways to improve them.  

Instructions for how to register and complete the IHI courses are posted in the Table of Contents on eCampus in the Institute of Healthcare Improvement section. At the end of each course is a graded quiz (100 points). You may repeat the quizzes as many times as you like. The instructions for retaking the quizzes are also posted in the Table of Contents on eCampus in the Institute of Healthcare Improvement section. The highest grade achieved will be the one used for your course quiz grade. All attempts at the IHI courses and quizzes must be completed by the due date on the Syllabus/Course Calendar. Thirteen (13) IHI courses with quizzes are required. |
| **II. Innovation Proposal** |
| During this course, you will learn about the methods for initiating a change in your clinical area to improve practice and patient safety. The purpose of the proposal is to begin exploring a project that integrates the knowledge gained in graduate nursing courses to address a specific health education or clinical practice problem. You will begin a proposal for an innovative change related to quality improvement in your clinical area. Your project can be in the arena where you currently work, or it can be in an area where you plan on working in the future.  

The objectives for this proposal (in three assignments) are for the student to: |
| 1. Identify area(s) in need of quality improvement in the student’s clinical arena.  
2. Examine scholarly evidence and data to support the problem.  
3. Describe the clinical problem and potential outcomes and/or implications in a clear, concise written format that incorporates socio-cultural factors, evidence-based practice, quality improvement principles, and best practice use of health care informatics.  
4. Promote a professional environment that includes collaboration with peers, accountability, |
high-level communication skills, and scholarly writing using APA format.

The proposal is divided into three assignments: (1) a Discussion Board, (2) an Annotated Bibliography, and (3) a Clinical Problem Paper.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
</table>
| Assignment 1: Discussion Board: Develop your area of interest             | Start exploring your clinical area of interest for a specific, measurable problem related to quality improvement. Consider the following questions when thinking about your topic:  
  • What is the setting? Is this where you currently work, or where you plan to work in the future?  
  • What is the population of interest? What are their characteristics?  
  • What do you know about issues regarding quality of care and patient safety in this clinical area? What are some of the problems/challenges you are considering for your proposal?  
  • How might you measure the extent of the problem?  
  On eCampus Discussion Board for this assignment, tell us about your clinical arena and your answers to the above questions. You will also be required to provide feedback for peers and their postings. A grading rubric for this assignment is posted on eCampus. |
| Assignment 2: Annotated Bibliography: Examine the Evidence                | After completion of Assignment 1, you should be able to narrow your search to one clinical problem in your area of interest that you want to explore. Now you need to examine the body of knowledge for evidence to support the need for a solution to this problem.  
  1. Search scholarly journals and documents in your clinical area for information about the presence and significance of your chosen problem.  
  2. Have any solutions already been proposed? Implemented? Were they successful? Do they translate well to your practice?  
  3. Select 7-10 articles that address your clinical problem and assemble them in an annotated bibliography in APA format.  
  A rubric for this assignment is posted on eCampus.  
  For information on APA format, consult the Publication Manual of the American Psychological Association (6th ed.) or the Purdue OWL resource website for APA format at https://owl.english.purdue.edu/owl/resource/560/01/  
  A sample APA annotation can be found at https://owl.english.purdue.edu/owl/resource/614/03/ |
| Assignment 3: Describe the problem, potential implications, and possible solutions | Using the resources you annotated in Assignment 2, write a paper describing the clinical problem and possible innovations to resolve it. In this paper you will want to:  
  • Describe the clinical problem and potential outcomes and/or implications in a clear, concise written format using data/evidence to support the scope of the issue and undesired outcomes associated with it.  
  • Address socio-cultural factors (are only certain cultural or socioeconomic groups affected? If so, who are those groups?) |
• Delineate the learned quality improvement principles or methods from this course that are applicable to the clinical problem.
• Describe any best practice uses of health care informatics applicable to the problem?
• Present any solutions already proposed in the literature and whether or not they were successful, repeatable, and translatable to your practice.

A rubric for this assignment is posted on eCampus.

### III. Discussion Boards

Discussion board (DB) responses are one measure of participation in the course and count significantly towards your final course grade. Use of the Discussion Board Grading Rubric (located in the Rubric content area on eCampus) should enable your success. Faculty will assign the specific score based on the grading rubric criteria listed. Before writing discussion board posts read the assigned works and complete learning assignments for the week. Your posts should indicate that you have read the material, understand it, and are able to apply the week’s content, so omitting this step is a crucial error.

**Online Etiquette:** The objective in an online discussion is to be collaborative, not combative. Please proofread your work carefully before you post to make sure that it will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting. Always be respectful of others, but scholarly disagreements are fine. These comments provide an alternative perspective with a discussion of your point of view. Share your own experiences, but use empirical resources in the analysis for a better grade. Always use professional language free of vulgarity, swearing, or cursing. You may ask questions to further discussion, or post additional resources such as articles, websites video clips, etc.

### IV. Module 6 and 8 Quizzes

These two additional quizzes will be given (open book) via eCampus. Again, you may repeat the quizzes as many times as you like. The highest grade achieved will be the one used for your course grade. Due dates are on the Syllabus/Course Calendar.

### V. HITS Survey

In Module 7 you will be asked to complete an anonymous survey about your experience with health information technology systems (HITS). Results will be shared collectively with the group (with no identifying information) as a discussion during Module 8. This is not a graded assignment but is required.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
<th>Required Reading</th>
<th>Assignments Due*</th>
</tr>
</thead>
</table>
| 1      | 06/01/16 | The Essence of Quality Improvement Faculty: Kosarek | Sollecito & Johnson: Chapter 1 (p. 3-25)  
Chapter 2 | The quizzes for the IHI courses listed below (all attempts) are due Tuesday, 6/7/16 at 2359:  
IHI QI 101: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Course Title</th>
<th>Chapter/Module</th>
<th>Due Date</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 06/08/16</td>
<td></td>
<td><strong>Fundamentals of Improvement</strong></td>
<td></td>
<td></td>
<td><strong>The quizzes for the IHI courses listed below (all attempts) are due Tuesday, 6/14/16 at 2359:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI QI 102:</td>
<td></td>
<td></td>
<td>- IHI QI 103: Measuring for Improvement</td>
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<td>- IHI QI 104: The Life Cycle of a Quality Improvement Project</td>
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<td>- IHI QI 105: The Human Side of Quality Improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- IHI QI 106: Mastering PDSA Cycles and Run Charts</td>
</tr>
<tr>
<td>3 06/15/16</td>
<td></td>
<td><strong>IHI PS 100: Introduction to Patient Safety</strong></td>
<td></td>
<td></td>
<td><strong>Innovation Proposal (Assignment 1) due 6/21/16 at 2359</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI PS 101: Fundamentals of Patient Safety</td>
<td></td>
<td></td>
<td><strong>The quizzes for the IHI courses listed below (all attempts) are due Tuesday, 6/21/16 at 2359:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI PS 102: Human Factors and Safety</td>
<td></td>
<td></td>
<td>- IHI PS 100: Introduction to Patient Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI PS 103: Teamwork and Communication</td>
<td></td>
<td></td>
<td>- IHI PS 101: Fundamentals of Patient Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI PS 104: Root Cause and Systems Analysis</td>
<td></td>
<td></td>
<td>- IHI PS 102: Human Factors and Safety</td>
</tr>
<tr>
<td>4 06/22/16</td>
<td></td>
<td><strong>The Culture of Safety</strong></td>
<td></td>
<td></td>
<td><strong>The quizzes for the IHI courses listed below (all attempts) are due Tuesday, 6/28/16 at 2359:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI PS 106: Introduction to the Culture of Safety</td>
<td></td>
<td></td>
<td>- IHI PS 100: Introduction to Patient Safety</td>
</tr>
<tr>
<td>5 06/29/16</td>
<td></td>
<td><strong>Role of Health Information Technology (HIT) in Continuous Quality Improvement</strong></td>
<td></td>
<td></td>
<td><strong>Module 5 Discussion Board due Wednesday, 7/6/16 by 2359</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IHI PS 106: Introduction to the Culture of Safety</td>
<td></td>
<td></td>
<td>- IHI QCV 101: Achieving Breakthrough Quality, Access, and Affordability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nelson &amp; Staggers: Complete Interactive Review for Unit 1</td>
<td></td>
<td></td>
<td>- Nelson &amp; Staggers: Chapter 20</td>
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<td>Nelson &amp; Staggers: Chapter 20</td>
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<td>- Nelson &amp; Staggers: Chapter 20</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Faculty/Contributors</td>
<td>Required Reading/Assignments</td>
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</tr>
</tbody>
</table>
| 6    | 07/06/16   | Applications: Obstacles and Opportunities                              | Pittman              | Nelson & Staggers: Chapter 22, 24, 25 Other articles on BB  
Innovation Proposal (Assignment 2) due Tuesday, 7/12/16 by 2359  
Module 6 Quiz (over this week’s readings) due Tuesday, 7/12/16 by 2359 |
| 7    | 07/13/16   | Telehealth and Telemedicine                                            | Pittman              | Nelson & Staggers: Chapter 8  
HITS Survey due Tuesday, 7/19/16 by 2359 |
| 8    | 07/20/16   | Health Information Technology (HIT) in Decision Support and Communication  
Ethics of Health Information Technology, Informatics, and Continuous Quality Improvement | Pittman              | Nelson & Staggers: Chapters 3, 6, 10  
Module 8 Discussion Board due Tuesday, 7/26/16 by 2359  
Module 8 Quiz (over this week’s readings) due Tuesday, 7/26/16 by 2359 |
| 9    | 07/27/16   | Research Basics                                                        | Pittman and Kosarek  | Articles on eCampus  
Innovation Proposal Paper (Assignment 3) due Tuesday, 8/2/16 by 2359 |
| 10   | 08/03/16   | Complete course evaluations and take a deep breath!                   |                      |                                                                                |

*All assignments are due on the last day of the designated module week (Tuesday) at 2359 (11:59 p.m.), unless otherwise specified. Due dates will not be changed without notification of all students in the course.

**Attendance and Make-up Policies**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally. For TAMU guidelines on attendance, including guidelines for excused absences, please visit: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are expected to access course module materials on the week that they are assigned and complete assignments and discussion board participation before the due date. Failure to do so will result in points deducted from assignment or participation grade. Since this course is an online course, an excused absence from completing assignments and coursework must meet TAMU guidelines above.

Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the assignment due date.
If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

Late assignments will be reduced by 10% per 24-hour period that they are delayed unless otherwise determined by the course faculty.

**Other Pertinent Course and University Information**

The Federal Education Rights & Privacy Act (FERPA) requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Texas A&M policies regarding non-discrimination, sexual harassment, student rights and responsibilities, academic rules, and student grievances and appeals are available at: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMU and TAMHSC policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [https://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/academic-integrity/index.html](https://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/academic-integrity/index.html)

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number: Scholarship Integration and Application HCPI/NURS 652
Term: Fall 20XX
Meeting times and location: Online

Course Description and Prerequisites

Scholarship Integration and Application (3:0). Credit 3. Integrates theory, evidence, clinical judgment, research and interprofessional perspectives using translational processes to improve patient outcomes; application of available evidence to interdisciplinary clinical practice; identification of gaps in knowledge; development of a spirit of inquiry and lifelong scholarship. Prerequisites: Graduate Classification

Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Integrate theory into the appraisal of practice evidence.
2. Appraise existing quantitative, qualitative and mixed methods studies for application to practice.
3. Utilize existing quantitative, qualitative and mixed methods studies for application to practice.

Faculty Information

Name: Jodie Gary, PhD, RN
Phone number: Office: (979) 436-0144; Cell: (979) 218-4115
Email address: gary@tamhsc.edu
Office hours/phone or online availability: Tuesdays from 0800 -1200 as well as by appointment (phone, Collaborate, or in person)
Office location: Health Professions Education Building
8447 State Highway 47, Bryan, TX 77807; Office: 1012
Textbook and/or Resource Material

Required Texts


Supplemental Readings posted through eCampus Blackboard LMS

Grading Policies

Ungraded Activities
Viewing Online presentations and reading assignments

Graded Activities

<table>
<thead>
<tr>
<th>Assignments and Assessments</th>
<th>% Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Chapters 1-14, 17, and APA)</td>
<td>20%</td>
</tr>
<tr>
<td>Postings (Bio, Background, and Sacred Cows; Frameworks, Models, and Theories; Barriers and Solutions; and Implementation, Evaluation, and Feasibility)</td>
<td>20%</td>
</tr>
<tr>
<td>Completion Assignments (Syllabus acknowledgement, CITI training, TurnItIn, and PeerMark)</td>
<td>5%</td>
</tr>
<tr>
<td>PICOT Question Template Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Retrieving Evidence Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Critical Appraisal Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Evidence Grid Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Synthesis of Evidence Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Project Proposal Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students must have a course average equal to 80 or greater to successfully complete the course.

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
Course Topics, Calendar of Activities, Major Assignments Dates

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Do</th>
<th>Deliver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Orientation to the Course</td>
<td>View</td>
<td>Postings</td>
</tr>
<tr>
<td></td>
<td>Why do we need Evidence-Based Practice (EBP) in healthcare?</td>
<td>Welcome and Introduction to the Course</td>
<td>Bio, Background, and Sacred Cows</td>
</tr>
<tr>
<td></td>
<td>• EBP basic outlined</td>
<td>Overview of the Project Proposal</td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>• Linking Research, EBP, and QI</td>
<td></td>
<td>• Syllabus Acknowledgment Completion Assignment</td>
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<td></td>
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<td></td>
<td>• Utilize the ASK ANY AND ALL QUESTIONS link as needed for clarity</td>
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<td></td>
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<td></td>
<td>• Start CITI Training Completion Assignment (due later in the semester)</td>
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<td></td>
<td>Findings and Identifying Practice Problems</td>
<td>View</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Using a Conceptual Framework to Clarify the Situation</td>
<td>Module Overview</td>
<td>• Chapter 1 quiz</td>
</tr>
<tr>
<td></td>
<td>• Why theory?</td>
<td>Presentation: Frameworks, Models, &amp; Theories</td>
<td>• Chapter 2 quiz</td>
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<tr>
<td></td>
<td>• Complexity and systems theory</td>
<td>Complexity Theory and Systems Theory</td>
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</tr>
<tr>
<td></td>
<td>• Defining a framework</td>
<td>Practice Specific Frameworks, Models, &amp; Theories</td>
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<tr>
<td></td>
<td>• Frameworks for practice</td>
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<td></td>
<td>Read</td>
<td>Assessment</td>
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<tr>
<td></td>
<td></td>
<td>• Melnyk &amp; Fineout-Overholt (3rd Ed) Chapter 3</td>
<td>Frameworks, Models, and Theories</td>
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<td></td>
<td>Assignment</td>
<td>Assignment</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• PICOT Question Template Assignment</td>
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</tbody>
</table>

**Module 2**
Runs Wed. Sept. 7th 0001 CST– Tues. Sept. 13th 2359 CST.

**Module 3**
Runs Wed. Sept. 14th 0001 CST– Tues. Sept. 20th 2359 CST.
<table>
<thead>
<tr>
<th>Module 4</th>
<th>Critical Appraisal of Evidence</th>
<th>View</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Runs</td>
<td>Tools for Appraisal</td>
<td>Read</td>
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</tr>
<tr>
<td>Wed.</td>
<td>• The right statistics for the</td>
<td>• Module</td>
<td>• Chapter 3 quiz</td>
</tr>
<tr>
<td>Sept. 21st</td>
<td>data</td>
<td>Overview</td>
<td></td>
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<tr>
<td>0001 CST-</td>
<td>• Effect size</td>
<td>• Melnyk &amp; Fineout-</td>
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<tr>
<td>Tues.</td>
<td>• Interpreting the data</td>
<td>Oliver (3rd Ed)</td>
<td></td>
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<tr>
<td>Sept. 27th</td>
<td>easily and effectively</td>
<td>Chapter 4</td>
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<tr>
<td>2359 CST.</td>
<td>• Effect size</td>
<td>Chapter 2</td>
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<table>
<thead>
<tr>
<th>Module 5</th>
<th>Critical appraisal skills: Understanding the evidence</th>
<th>View</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runs</td>
<td>Tools for Appraisal</td>
<td>Read</td>
<td>Retrieving Evidence</td>
</tr>
<tr>
<td>Wed.</td>
<td>• The right statistics for the data</td>
<td>• Module Overview</td>
<td>Assignment</td>
</tr>
<tr>
<td>Sept. 28th</td>
<td>• Effect size</td>
<td>• Qualitative and Quantitative: a review</td>
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<tr>
<td>0001 CST–</td>
<td>• Interpreting the data easily and effectively</td>
<td>• Posted Presentations</td>
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</tr>
<tr>
<td>Tues.</td>
<td>• Effect size</td>
<td>• Posted</td>
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</tr>
<tr>
<td>Oct. 4th</td>
<td>• Interpretation of Evidence</td>
<td>Supplemental Readings</td>
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<tr>
<td>2359 CST.</td>
<td>• Effect size</td>
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<table>
<thead>
<tr>
<th>Module 6</th>
<th>Appraisal of Quantitative Studies</th>
<th>View</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Runs</td>
<td>Tools for Appraisal</td>
<td>Read</td>
<td></td>
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<tr>
<td>Wed.</td>
<td>• The right statistics for the</td>
<td>• Module Overview</td>
<td>• Chapter 5 quiz</td>
</tr>
<tr>
<td>Oct. 5th</td>
<td>data</td>
<td>• Quantitative Research Designs</td>
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<tr>
<td>0001 CST–</td>
<td>• Effect size</td>
<td>• Melnyk &amp; Fineout- Oliver (3rd Ed)</td>
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<tr>
<td>Tues.</td>
<td>• Interpreting the data</td>
<td>Oliver (3rd Ed)</td>
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<tr>
<td>Oct. 11th</td>
<td>easily and effectively</td>
<td>Chapters 5 and 19</td>
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<tr>
<td>2359 CST.</td>
<td>• Effect size</td>
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<tr>
<th>Module 7</th>
<th>Appraisal of Qualitative Studies</th>
<th>View</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Runs</td>
<td>Tools for Appraisal</td>
<td>Read</td>
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<tr>
<td>Wed.</td>
<td>• The right statistics for the</td>
<td>• Module Overview</td>
<td>• Chapters 6 and 20 quiz</td>
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<tr>
<td>Oct. 12th</td>
<td>data</td>
<td>• Qualitative Research Designs</td>
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<tr>
<td>0001 CST–</td>
<td>• Effect size</td>
<td>• Melnyk &amp; Fineout- Oliver (3rd Ed)</td>
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<tr>
<td>Tues.</td>
<td>• Interpreting the data</td>
<td>Oliver (3rd Ed)</td>
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<tr>
<td>Oct. 18th</td>
<td>easily and effectively</td>
<td>Chapters 6 and 20</td>
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<td>• Effect size</td>
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<td>Module</td>
<td>Runs</td>
<td>View</td>
<td>Assignment</td>
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<td></td>
<td>Presentation: Mixed Methods Research</td>
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<td>Taking a Stand on the Evidence: Developing Practice Recommendations</td>
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<tr>
<td><strong>Module 10</strong></td>
<td>Wed. Nov. 2nd 0001 CST–Tues. Nov. 8th 2359 CST.</td>
<td>Implementing and Leading Practice Change</td>
<td>Module Overview</td>
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<td>Read</td>
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<td></td>
<td>Read</td>
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<tr>
<td>Module 12</td>
<td>Sustaining EBP Peer Review</td>
<td>View</td>
<td>Assignment</td>
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<tr>
<td>Runs Wed. Nov. 16th 0001 CST – Tues. Nov. 22nd 2359 CST.</td>
<td>Friday 20th, 5 p.m., Last day for all students to drop courses with no penalty (Q-drop).</td>
<td>Module Overview</td>
<td>TurnItIn® Completion Assignment due</td>
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<td>Read</td>
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<td></td>
<td>Melnyk &amp; Fineout-Overholt (3rd Ed) Chapters 14 &amp; 17</td>
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<td></td>
<td>Critiquing Peers</td>
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<tr>
<td>View</td>
<td>Module Overview</td>
<td>Assignment</td>
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<td></td>
<td>Scheduled meeting with faculty as needed (phone, Collaborate, email, or in person)</td>
<td>C4TI Training Completion Assignment</td>
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<td></td>
<td>PeerMark Completion Assignment due Sunday, Dec. 4th 2359 CST</td>
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<td></td>
<td>Project Proposal due December 13th 2359 CST</td>
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<table>
<thead>
<tr>
<th>LUCKY Module 13</th>
<th>Scholarly Writing Putting It All Together</th>
<th>View</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runs Wed. Nov. 23th 0001 CST – Tues. Dec. 13th 2359 CST.</td>
<td>Wednesday 25, Reading day, no classes. Thursday 26 - Friday 27, Thanksgiving Holiday Monday Dec. 21st 12 p.m. (noon), Final grades for all students due in Howdy.</td>
<td>Module Overview</td>
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<td>CITI Training Completion Assignment</td>
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<td></td>
<td>PeerMark Completion Assignment due Sunday, Dec. 4th 2359 CST</td>
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<td></td>
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<td></td>
<td>Project Proposal due December 13th 2359 CST</td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

**Faculty Expectations and Course Assumptions**

Students are expected to follow specific directions given for graded activities. Modules will open weekly on **Wednesday 0001 CST** and graded activities must be completed by the following **Tuesday at 2359 CST**. Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible (24 hours minimum of the due date in non-emergent cases) so that options can be discussed. The timeframe for course work and associated deadlines are provided on the course schedule.

**Assignments:**

1. Please refer to the course schedule for assignments due within specified modules.
2. Specific grading criteria will be provided on eCampus Blackboard LMS for each assignment.
   - Faculty will assign the specific score based on the criteria listed.
3. All assignments are due on Tuesday 2359 CST within the module allocated and are deposited to the designated assignment link in eCampus Blackboard LMS.
   - Please use the following format to name and save the document: **652_first name_last name_assignment name** as specified in the grading criteria
   - Completion Assignments must be completed in alignment with the assignment instructions to receive full completion credit.
   - Ten (10) points will be deducted for each day an assignment is late (after Tuesday 2359 CST), up to 5 days.
   - Assignments submitted 5 days past due date will receive a grade of "0" unless otherwise determined by the course faculty.
Quizzes:
1. You will have one attempt per each quiz with a designated time limit per quiz.
   • Please read and prepare for quizzes. Do not share, reproduce, copy quiz questions or any portion of the quizzes. The quizzes will be located in eCampus Blackboard LMS. You may use your book and any notes you have including websites. However, quizzes must be completed independently.
2. Quizzes must be completed within the time period for the module assigned (due by Tuesday 2359 CST).
   • Quizzes will be automatically graded in eCampus Blackboard LMS immediately after completion and feedback will be available after the due date and time for the designated module.
   • Late quizzes are not accepted (after Tuesday 2359 CST).
   • Please refer to the course schedule for quizzes due within specified modules.

Postings:
1. Discussion postings (mini essays) will be utilized in this course for students to share ideas and offer critiques of each other’s project proposal components.
   • Specific prompts will be provided during the assigned module in which the postings are due, along with the grading criteria for the initial posting and the expectations for substantive contributions.
   • Faculty do not participate in these postings.
2. Initial postings to an assigned link located within the module and are due by Sunday at 2359 CST and substantive contributions to peers if required are to be posted by Tuesday 2359 CST.
   • Ten (10) points will be deducted for each day an initial posting is late (posted after Sunday 2359 CST).
   • Anything posted after Tuesday 2359 CST will not be graded.
3. Online Etiquette: Please proofread your postings carefully to make ensure that they will not be offensive to others. Use substantive contributions to peers to develop your skills in the critique of scholarly. Postings offer a forum to work on components of your project proposal through insight, feedback, and suggestions from peers.

Project Proposal Overview:
The focus of this course is to advance integration of clinical expertise, patient values, and best evidence in decision making for patient care. To achieve this goal, participants will define a clinical practice problem, conduct a literature search, evaluate the quality of the evidence and situate your defined problem within the current evidence. Sequential assignments will serve as building blocks to the project proposal. This paper should address a clinical practice problem in your area of expertise and be tailored to individually to meet the project requirements of your program.

The project proposal is completed through multiple assignments each building upon the previous assignments. This affords students the benefit of writing to the project in stages and receiving feedback prior to completing the Project Proposal in the form of a scholarly paper. ALL coursework (course items to view, read, and deliver) is set up in a scaffolding fashion to build toward sections of your Project Proposal. Please see the course schedule.

Your textbook is instrumental in guiding you through the proposal process.

Americans with Disabilities Act (ADA)
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Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
MD/MS IN EDUCATION FOR HEALTHCARE PROFESSIONALS

Quick Facts

• EDHP program is condensed to 12 months
• Completely online
• Interprofessional student population - interact with other healthcare professionals
• All those offered admission are automatically considered for scholarship opportunities from the College of Medicine
• MCAT is accepted; GRE not required
• Application deadline: March 1, 2020

Curriculum

• Thesis option (34 credit hours) or Non-thesis option (36 credit hours)
• Educational theory courses - Curriculum Design and Teaching Strategies
• Leadership and interprofessional courses
• Additional coursework pertaining to selected track
  o Thesis option - research courses
  o Non-thesis option - electives, guided scholarly project

Student Quote

The EDHP program provided me with up to date knowledge and the necessary skills to succeed in the emerging field of health care education.

Shawn Purnell, MD
Research Resident
Houston Methodist Hospital

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