ATSU

UNIVERSITY CATALOG

A.T. STILL UNIVERSITY | ATSU

University Catalog

Letter from the President

Welcome to the A.T. Still University family! It is an exciting time to be part of this dynamic, growing University, and I am pleased you have chosen to pursue your dreams with us. There is no place like ATSU. Students, faculty, staff, Board of Trustees, and communities work together to achieve outcomes only possible through extraordinary teamwork and alliances. At ATSU you will experience the benefits of rural and urban perspectives on healthcare, a commitment to whole person and whole community health, a family approach to nurturing student learning and personal growth, interprofessional experiences, and an inclusive and collaborative environment.

May your time at ATSU be filled with professional success and a great sense of accomplishment as you learn to become tomorrow's healers and healthcare leaders.

Yours in service,

Craig M. Phelps, DO, '84

President

P.S. Do you have an idea to make ATSU a better place to learn? Email your idea to ATSU Idea Box at ideas@atsu.edu, and I will personally respond.

ATSU 2016-2017 Catalog

The A.T. Still University (ATSU) Catalog provides students with important information about policies, procedures, requirements, and services. Students are required to read, understand, and adhere to the provisions of the Catalog. An updated version of the Catalog is published each academic year. The yearly update (and any subsequent updates during the academic year) supersedes all prior editions and provides the latest rules, policies and procedures to create the most up-to-date student reference.

The provisions of the Catalog do not constitute an irrevocable contract between ATSU and its students since plans, policies, requirements, and services may be altered from time to time, Therefore, ATSU reserves the right to amend modify, add, or delete information within the Catalog at any time without advance notice.

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Official 2016-2017 University Calendar

Please visit www.atsu.edu/academic-calendar to view the official University Academic Calendar.

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Therefore, ATSU reserves the right to amend modify, add, or delete information within the Catalog at any time without advance notice.

Students are also required to thoroughly review the University Student Handbook for important additional policies, procedures, requirements, and services. For A.T. Still University's policy prohibiting discrimination, harassment, and retaliation (ATSU Policy #90-210), please see: www.atsu.edu/prohibition-of-discrimination-harassment-and-retaliation. The policy in its entirety is printed later in this document.

The University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

About ATSU

Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage across all programs and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

Tenets of Osteopathic Medicine

1. The body is a unit; the person is a unit of body, mind, and spirit;
2. The body is capable of self-regulation, self-healing, and health maintenance;
3. Structure and function are reciprocally related; and
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.
5. Application of these tenets is whole person healthcare.

ATSU - One University, Six Schools

Established in 1892 by Andrew Taylor Still, A.T. Still University (ATSU) is the original founding institution of osteopathic healthcare. As a leading health sciences university, ATSU provides graduate and professional programs in healthcare fields at campuses in Kirksville, Missouri and Mesa, Arizona on more than 200 acres with six prestigious schools. Learning environments include residential and online medical degree opportunities as well as community-based partnerships worldwide. ATSU has more than 700 employees dedicated to its not-for-profit mission and an average annual enrollment of over 3,100 students from 35 countries. Its schools include Kirksville College of Osteopathic Medicine, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health, College of Graduate Health Studies, School of Osteopathic Medicine in Arizona, and Missouri School of Dentistry & Oral Health.

ATSU is renowned for its preeminence as a multidisciplinary healthcare educator. The University is focused on integrating the founding tenets of osteopathic medicine and the advancing knowledge of today's science. ATSU continually earns distinctions as the graduate health sciences university with best-in-class curriculum and a community outreach mission to serve the underserved. The University has a rich history of leadership in both healthcare education and correlated research.

ATSU instills in students the compassion, experience and knowledge required to address the whole person and shape healthcare in communities where needs are greatest. Inspired to influence whole person healthcare, ATSU graduates contribute to the future of integrated care while also leading with a selfless passion in the communities they serve.

Kirksville College of Osteopathic Medicine – Kirksville, MO

The Kirksville College of Osteopathic Medicine (KCOM), founded in 1892, is a professional and graduate institution offering the doctor of osteopathic medicine degree and the master of science degree in biomedical sciences. Since its beginning more than a century ago, KCOM has established itself as a leader in osteopathic medical education by providing training and instruction to osteopathic physicians who practice across the country and around the world. The College, accredited by the American Osteopathic Association and the Higher Learning Commission, takes pride in its strong curricula, outstanding faculty, clinical experiences, scientific research, service programs, and regional training programs.

KCOM and the main campus of ATSU is located in the city of Kirksville, a community of about 20,000 residents in northeast Missouri. The campus encompasses 163 acres with 22 buildings, which includes the latest addition, the Interprofessional Education Building.

Arizona School of Health Sciences – Mesa, Arizona

The Arizona School of Health Sciences (ASHS) was established in 1995 in Phoenix, AZ, and moved to the Mesa location in 2001. The school offers doctorate degree programs in athletic training, audiology, and physical therapy; and masters of science degree programs in athletic training, occupational therapy, and physician assistant studies.

ASHS provides instruction through residential, online, and blended delivery modes and clinical training for students preparing for careers and obtaining post- professional education and training in athletic training, audiology, occupational therapy, physical therapy, and physician assistant studies. Clinical training sites are utilized throughout Arizona and the United States.

College of Graduate Health Studies – Kirksville, MO

The College of Graduate Health Studies (CGHS) educates and prepares healthcare professionals with management and administrative online healthcare degrees for a variety of settings. The College's goal is to provide comprehensive and relevant online health management knowledge through superior quality, innovative online education.

Since 1999, CGHS's distinguished online doctoral and master's programs have provided the flexibility necessary for working professionals to meet their career development goals. Curriculums reflect the most current advancements in the industry and prepare graduates to be proactive in navigating the ever-changing healthcare tide. ATSU Online students also have opportunities to gain real-world clinical experience in their hometowns or in other areas of the country.

Arizona School of Dentistry & Oral Health – Mesa, AZ

Arizona's first dental school, the Arizona School of Dentistry & Oral Health (ASDOH) began addressing the nation's oral healthcare needs in 2003, offering an educational model that relies on an exceptional cadre of motivated, experienced, learning guides (mentors) for our students in both the preclinical and clinical phases of the degree program.

ASDOH prepares caring, technologically adept dental students to become community and educational leaders serving those in need. The school offers students an experience-rich learning environment where health professionals approach patient health as part of an interdisciplinary team. The relationship of oral health to total healthcare is an essential component of the mission, teaching, and clinical experiences at ASDOH.

School of Osteopathic Medicine in Arizona – Mesa, AZ

The School of Osteopathic Medicine in Arizona's (SOMA) inaugural class of 107 students began classes in the Fall of 2007. The school's unique curriculum and teaching methods emphasize cutting-edge technology and individualized, active, self-directed learning; much of which occurs in community health centers located in underserved communities across the country.

SOMA students' education in years two through four will be based at one of the 11 select Community Campuses across the country. Year two is spent in these Community Campuses in small group settings, learning additional clinical presentations, observing patient care, and gaining an understanding of the local health system and community health practices. Third- and fourth-year students will complete their clinical rotations at their Community Campuses, associated hospitals, as well as with affiliated healthcare providers and at select healthcare institutions. Osteopathic principles and practices are integrated throughout the curriculum, and the osteopathic manipulative treatment program is designed for primary care applications. This provides distinctive training in the value of healing touch in patient care.

Missouri School of Dentistry & Oral Health – Kirksville, MO

The Missouri School of Dentistry & Oral Health (MOSDOH) offers an educational model that relies on an exceptional cadre of motivated, experienced learning guides (mentors) for our students in both the preclinical and clinical phases of the degree program. In addition to the issues of oral health and the skills of dentistry, students learn

from and are encouraged to become caring, community-minded healthcare providers. It is expected that graduates will be leaders in their community and managers of public, not-for-profit and private sector oral health organizations.

MOSDOH students spend the first and second year studying the basic sciences and clinical introductions in the classroom setting and complete dental simulation exercises in the Kirksville campus simulation clinic. Third-year students work side by side with licensed dentists in our St. Louis clinic. Fourth-year rotations at community-based clinics may include experiences at a community health center, Indian Health Service clinic, and Veteran's Administration clinic. Additionally, students who do not already have either a certificate or master's degree in public health earn a Certificate in Public Health with Dental Emphasis while enrolled at MOSDOH.

University Accreditation

A.T. Still University is accredited by the Higher Learning Commission - 230 S. LaSalle Street, Suite 7-500 - Chicago, IL 60604 – info@hlcommission.org - 800.621.7440.

Program Accreditation

The following agencies have accredited various programs at ATSU:

- The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
- The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- The American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE)
- The Commission on Accreditation of Athletic Training Education (CAATE)
- The Commission on Accreditation in Physical Therapy Education (CAPTE)
- The Commission on Dental Accreditation (CODA)
- The Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA)
- The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- The Council on Education for Public Health (CEPH)

State Approvals

Degree-granting authority for ASDOH, ASHS, and SOMA has been given by the Arizona State Board for Private Postsecondary Education, 1400 West Washington Rd., Room 260, Phoenix, AZ 85007. Phone: 602.542.5709.

KCOM

KIRKSVILLE COLLEGE OF OSTEOPATHIC MEDICINE

Dear Students:

Welcome to Kirksville College of Osteopathic Medicine, the founding school of osteopathic medicine! You have made a wise selection in choosing an institution with a long and proud tradition of training competent and caring physicians.

The administration, faculty, and staff of KCOM are committed to providing you the best in medical education as you undertake your learning.

This catalog will provide guidance and general information for both the biomedical sciences and doctor of osteopathic medicine programs.

I wish you all the best as you embark on this new phase of your education!

Sincerely,

Margaret Wilson, DO
Dean

About KCOM

KCOM Mission Statement

The mission of A.T. Still University-Kirksville College of Osteopathic Medicine is to educate and train students to become highly competent osteopathic physicians and healthcare leaders. KCOM is committed to providing a quality osteopathic medical education in a research environment that prepares students for graduate medical training and clinical service.

Osteopathic Pledge of Commitment

I pledge to:

- Provide compassionate, quality care to my patients;
- Partner with them to promote health;
- Display integrity and professionalism throughout my career;
- Advance the philosophy, practice, and science of osteopathic medicine;
- Continue lifelong learning;
- Support my profession with loyalty in action, word, and deed; and
- Live each day as an example of what an osteopathic physician should be.

Osteopathic Physician's Oath

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

Program Accreditation

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA), 142 East Ontario Street, Chicago, IL 60611, Phone: 800.621.1773.

KCOM Contact Information

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KCOM School Policies

The following policies or guidelines apply to all programs at KCOM.

Auditing a Course

The KCOM audit policy is reserved for students who need to review course content or are pursuing an irregular schedule. All audits are subject to approval by the Dean or their designee.

Students approved to audit a course are:

1. Allowed to sit in class and may participate in laboratory experiences only if space is available,
2. Are not charged tuition for the audited course, and
3. No record of the audit will appear on the student's transcript.

Questions concerning the audit policy should be directed to the Associate Dean for Curriculum.

BLS and ACLS Certification

Prior to clinical rotations, KCOM students are required to obtain and maintain health provider level Basic Life Support (BLS) and Advanced Cardiopulmonary Life Support (ACLS) certification.

Responsibilities and Conduct

Please refer to the University Student Handbook for information related to the responsibilities and expectations of conduct for students at KCOM.

Immunizations, screenings, and certifications for DO and Biomedical Sciences programs

In order to protect students, staff, and patients, KCOM requires students to have documented (1) completion of the required KCOM immunization schedule or (2) a state of Missouri allowable immunization exemption certificate on file with the KCOM immunization coordinator. The immunization and screening requirements span the entire time of enrollment at KCOM.

1. KCOM students (medical students, fellows, and biomedical science students) must meet conditions listed above. The immunization and screening schedule spans the entire time of enrollment at KCOM. Therefore, compliance is required on a continuous basis. Students failing to meet these standards will not be allowed to have school sanctioned clinical training or graduate until requirements are met.
2. Students will be notified of impending non-compliant status. Students not in compliance with the immunization and screening requirements will be reported to the Associate Dean for Academic and Clinical Educational Affairs (DO program) or the Graduate Program Committee (Biomedical Sciences). In addition, non-compliant students will be immediately removed from clinical experience and direct patient care until compliance has been achieved.
3. Students should be aware additional immunizations or titers are required in specific regions. Likewise, specific sites may also require drug screens prior to student participation in a rotation. Regional immunization and screening requirements are subject to change. Students will be notified of these requirements.
4. Students should be aware immunization and screening standards may be different for certain clinical rotations as compared to others. It is not uncommon for infectious disease and pediatric/neonatal intensive care rotations to require further proof of immunization status than other clinical rotations. Students wishing

to complete clinical training rotations in these facilities will need to comply with the facilities' required immunization and screening policies.

Required immunizations, titers, and screenings are updated yearly and therefore subject to change. This information is included for reference only.

Required proof of the following immunizations prior to matriculation:

- Diphtheria, Tetanus, Pertussis (DTP) series
- Hepatitis B series and titer
- Measles, Mumps, Rubella (MMR); if documentation cannot be produced, a titer is required
- Meningococcal
- Polio Virus series; if documentation cannot be produced, a titer is required
- Tdap
- Varicella series; if documentation cannot be produced or student contracted the chickenpox, a titer is required

Required immunizations while an active student at KCOM:

- Tdap/Td Booster
- Annual Tuberculosis Skin Test (TST); if positive, further evaluation is required via physical examination, chest X-ray, or cultures
- Annual Influenza

Recommended immunizations:

- Hepatitis A series
- Pneumococcal

5. Documents related to immunizations and screenings will be maintained and monitored through the Academic and Clinical Educational Affairs department.
6. All testing is at the expense of the student. Students should be aware that good prior planning is needed to maintain compliance in the immunization program.

Doctor of Osteopathic Medicine Program

At the founding college of osteopathic medicine, KCOM students receive comprehensive medical education that includes access to the latest technology, including human patient simulators, simulated patient encounters, and broad educational experience. The Complete DOctor, a course specific to KCOM, incorporates early clinical experiences with didactic study in physical exam skills, cultural diversity, communication skills, spirituality in medicine, medical law, and ethics.

KCOM students spend their first two years studying the basic sciences and clinical introductions in a campus setting. In the third and fourth years, students participate in clinical rotations in one of KCOM's national rotation regions.

KCOM graduates represent a diverse group of osteopathic physicians practicing in every state and several foreign countries. They span all medical specialties and subspecialties and comprise approximately a quarter of all practicing osteopathic physicians.

Admissions

Application process

KCOM participates with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). This service will collate materials, compute grades, and transmit standardized information to the applicant and the colleges which the applicant designates to receive them. AACOMAS takes no part in the evaluation, selection, or rejection of applicants. Applications may be obtained at www.aacom.org or from AACOMAS at 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231, phone: 301.968.4100.

The College will send the applicant a secondary application if general qualifications are met. A non-refundable application fee and letters of recommendation from the pre-medical committee and a physician or employer will be required at the time the secondary application is submitted.

Applications must be submitted no later than February 1 of the academic year prior to which admission is sought. Applicants are encouraged to apply far in advance of the February 1 deadline. Additional information regarding the program application deadline date, tuition and expenses, and related financial assistance can be found at www.atsu.edu, or email inquiries may be sent to admissions@atsu.edu.

Admission Requirements

Applicants for admission to the first-year DO class must meet the following requirements prior to matriculation.

1. The applicant must have achieved a minimum 2.8 cumulative GPA and a 2.8 science GPA (based on a 4.0 scale). Applicants seeking admission with the intention of not having a degree prior to matriculation are required to have a minimum 3.5 cumulative GPA, a 3.5 science GPA, and a 504 on the Medical College Admission Test (MCAT).
2. Applicants must have completed 90 semester hours or three-fourths of the required credit for a degree from a college or university (30 hours of which must be at a four-year, degree-granting institution) accredited by a regional educational association. Most of the candidates who are accepted for admission have earned a baccalaureate degree prior to matriculation. It is recommended that applicants complete a bachelor of art or science degree from an institution accredited by a regional accrediting association.
3. Applicants must have completed one full academic year or the equivalent in each of the following:
    - English – 6 semester hours/9 quarter hours. The student should be fluent in the oral and written use of English.
    - Biology – 8 semester hours/12 quarter hours. Must include a laboratory and a basic course in general biology or general zoology.

- Physics – 8 semester hours/12 quarter hours. Must include a laboratory and cover the study of mechanics, sound, heat, magnetism, electricity, and light.
- General or Inorganic Chemistry – 8 semester hours/12 quarter hours. Must include a laboratory.
- Organic Chemistry – 8 semester hours/12 quarter hours. Must include a laboratory.

4. Elective subjects should afford a broad educational and cultural background as encouraged by the applicant's pre-professional adviser. Courses in molecular biology, genetics, behavioral sciences, biochemistry, human anatomy/ physiology, and humanities are encouraged.
5. Applicants are required to submit scores from the MCAT that have been taken within three years from the date of application.
6. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation including confirmation of an undergraduate degree, unless accepted under the non-degree application requirements.
7. KCOM and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
8. Matriculants will meet the minimum technology specifications found at: http://its.atsu.edu/knowledgebase/kcom-technology-requirements/

Transfer Student Admission

Requests for transfer into the DO program at KCOM must be made to the Admissions department. Applicants must currently be enrolled in medical school and cannot previously have been rejected by KCOM.

Applicants may only transfer from medical schools and colleges accredited either by AOA COCA, or by the Liaison Committee on Medical Education (LCME). When a student transfers from another college of osteopathic medicine (COM), or an LCME accredited medical school or college, the last two years of instruction must be completed at KCOM. In the case of LCME transfers, the KCOM requirements for osteopathic manipulative medicine must be completed prior to graduation.

The following documentation must be on file before being considered for admission.

1. A letter from the academic dean or designee of the current professional school indicating the student is presently in good academic standing.
2. Minimum cumulative and minimum science GPA of 2.8 on a 4.0 scale.
3. Official transcript from the transfer school. (KCOM will review and confirm the approval of the transfer credits via a letter for the student's file.)
    - Confirmation of a bachelor's degree or 90 semester hours or three-fourths of the required credit for a degree from a college or university (30 hours of which must be at a four-year, degree-granting institution) accredited by a regional educational association.
        i. Submitting an AACOMAS or AMCAS application may fulfill this.
    - If accepted for admission, official transcripts from all colleges and universities attended will have to be provided prior to matriculation.
4. MCAT score(s)
5. Secondary application and secondary fee
6. Additional documents or letters of evaluation as determined by the Admissions Committee may be requested.

Following the receipt of the above credentials, if considered qualified for admission, the completed application will be reviewed and the applicant will be invited for an on-campus interview.

The applicant will have a minimum of four interviews including the Associate Dean for Academic and Clinical Educational Affairs, Vice President for Student Affairs, Assistant Vice President for Admissions, and a basic science or clinical faculty member.

Following an academic report (credit evaluation) by the Associate Dean for Academic and Clinical Educational Affairs, the Admissions Committee will determine whether the applicant will be accepted for admissions, the amount of credit allowed, and the standing of the applicant.

Transfer Credit

KCOM does not accept transfer credit for students admitted to the first-year DO class. Please see the transfer student section for information regarding how to transfer from a current medical program into the DO program.

Still Scholars Early Acceptance Program

The Still Scholars Early Acceptance Program is designed to provide admission opportunities to outstanding students who aspire to become osteopathic physicians. KCOM prides itself on developing physicians who focus on whole person healthcare and community service, and looks for students who also hold these values. KCOM's Still Scholars Early Acceptance Program rewards highly capable students who are dedicated to the osteopathic philosophy with admittance into our institution's founding osteopathic medical program without traditional MCAT requirements. This program encourages students to focus on developing strong academic and leadership skills, yet allows them to focus on their undergraduate experience without the additional pressures of preparing for the MCAT. In addition, Still Scholars are awarded an academic scholarship for medical school upon entry to KCOM.

Preferred admission articulation agreements are in place with various undergraduate institutions across the United States to help pre-screen qualified applicants; however, students from any four-year accredited undergraduate institution in the United States may apply. Students representing schools that have an agreement with KCOM receive priority consideration in the selection process. Applicants must qualify for selection as per the agreement established between KCOM and the specific institution.

KCOM has agreements with the following institutions:

- Avila University (Missouri)
- Brigham Young University (Utah)
- Chaminade University (Hawaii)
- Drury University (Missouri)
- Elmhurst College (Illinois)
- Greenville College (Illinois)
- Langston University (Oklahoma)
- Massachusetts College of Pharmacy & Health Sciences (Massachusetts)
- Midland Lutheran College (Nebraska)
- Missouri State University (Missouri)
- Missouri University of Science and Technology (Missouri)
- Missouri Western State University (Missouri)
- Rowan University (New Jersey)
- San Diego State University (California)
- Southeast Missouri State University (Missouri)
- Springfield College (Massachusetts)
- Truman State University (Missouri)

- William Jewell College (Missouri)
- Wilmington College (Ohio)

For more information on the Still Scholars Early Acceptance Program, please contact residential admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237.

Early Decision Program

The Early Decision Program is a service for highly qualified medical school applicants who have made a definite decision that KCOM is their first choice among medical schools. In order to be considered, the applicant must meet all of the following requirements and agree to apply only to KCOM until an early decision notification is made. To qualify for early decision the applicant must meet all stated admissions criteria in addition to:

1. Meet a minimum GPA of 3.5 both cumulative and in the sciences.
2. Have taken the MCAT and earned a composite score of 500 or higher.
3. Submit the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) application, MCAT scores and transcripts from all institutions attended to AACOMAS by August 1. Applications become available through AACOMAS June 1. For information contact AACOMAS 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815, phone: 301.968.4190, www.aacom.org
4. File all secondary materials and letter of intent with Admissions by September 1.
5. Withhold all applications to other medical schools until an early decision is made by KCOM.
6. Interviews will be conducted in early October for qualified applicants.
7. The Admissions Committee will release a decision within two weeks of the interview.
8. A $1,000 non-refundable acceptance fee will be required by December 15.

International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the DO program at this time.

Preferred Admission Articulation Agreements

Pre-Med/Med Accelerated Track

The Pre-Med/Med Accelerated Track program is a "3+4" program offered conjointly between Truman State University (TSU) and ATSU-KCOM. Selected students in TSU's Bachelor of Science (BS) in Health Science or BS in Exercise Science programs will begin their first year in the KCOM DO program after completing their third year at TSU.

TSU health science or exercise science students who are interested in applying for the "3+4" program will need to meet the following requirements:

1. Maintain a GPA (cumulative/science) of 3.5 or higher (4.0 scale) within the Health Science or Exercise Science Degree Tracks.
2. Completion of all prerequisite course work by the end of the junior (3rd) year
    - Biology/Zoology- 8 hours with lab
    - General Chemistry-8 hours with lab
    - Organic Chemistry-8 hours with lab
    - Physics-8 hours with lab
    - English 6 hours
3. Display maturity and strong interpersonal communication skills

4. Be involved with extracurricular activities; gain exposure to medicine through clinical shadowing experiences, community service, volunteering and campus organizations.
5. Be a full time TSU student
6. Be a law abiding citizen
7. Must be a U.S. citizen or permanent resident
8. During the fall of the junior year, complete a verified AACOMAS application, KCOM secondary application, and provide letters of recommendation
9. Follow the Pre-Med/Med Accelerated Track three year sequence of courses at TSU
10. Satisfy all TSU requirements prior to enrollment to ATSU-KCOM

Upon successful completion of the Pre-Med/Med Accelerated Track the student will receive a Bachelor's of Science Degree (BS) in Exercise Science or Health Science from Truman State University as well as a Doctor of Osteopathic Medicine Degree (DO) from A.T. Still University - Kirksville College of Osteopathic Medicine.

Please contact the TSU or ATSU Admissions Department for more information.

Selection of Applicants

The Admissions Committee seeks those individuals who identify with the goals of ATSU's mission statement and KCOM's mission statement. Applicants are screened for academic achievement, clinical involvement, interpersonal relations, leadership and service, perseverance, maturity, motivation, and osteopathic awareness.

Applicants who reach the final phase of the selection process will be invited to campus for an interview. All applicants selected for admission are interviewed prior to acceptance. The Admissions Committee reserves the right to accept, reject, or defer an application.

Students sent a letter of acceptance are granted a specified time period to notify KCOM of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

1. Signed admission agreement,
2. Non-refundable deposits,
3. Copies of official transcripts from every institution attended
4. Immunization record
5. Criminal background check through the University approved vendor
6. Proof of health insurance form

Admission after acceptance is also subject to the satisfactory completion of all academic requirements.

Minimal Technical Standards for Admission and Matriculation

Introduction

A.T. Still University's Kirksville College of Osteopathic Medicine (KCOM) is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of KCOM students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner.

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

KCOM admits and matriculates qualified osteopathic medical students. A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

In adopting these standards the College believes it must keep in mind the ultimate safety of the patients who may be involved in the course of the student's education as well as those patients for whom its graduates will eventually care. The Standards reflect what the College believes are reasonable expectations of osteopathic medical students (and physicians) in learning and performing common osteopathic medical treatment.

Categories, Standards and Examples

A Doctor of Osteopathic Medicine (DO) must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, students must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data. Students must possess, at a minimum, the following abilities and skills: observation; communication; motor; sensory; strength and mobility; intellectual, conceptual, integrative and quantitative; and, behavioral and social. These abilities and skills comprise the categories of KCOM Minimal Technical Standards for Admission and Matriculation and are defined below. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

1. Observation: Students must have sufficient vision to observe demonstrations, experiments and laboratory exercises. Students must have adequate visual capabilities for proper evaluation and treatment integration. They must be able to observe a patient accurately at a distance and up close.
2. Communication: Students should be able to hear, observe and speak to patients in order to elicit and acquire information, examine them, describe changes in mood, activity, and posture, and perceive their nonverbal communication. Students must also be able to communicate effectively in oral and written form with staff and faculty members, the patient and all members of the health care team.
3. Motor: Motor demands include reasonable endurance, strength and precision. Students should have sufficient motor function to execute movements reasonably required for general care and emergency treatment. Such movements require coordination of both gross and fine muscular activity, equilibrium, and functional use of the senses of touch and vision.
4. Sensory: Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory, classroom and clinical experiences. Students who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities must be evaluated medically. These disabilities include individuals who were injured by significant burns, have sensory motor deficits, cicatrix formation, or have malformations of the upper extremities.
5. Strength and mobility: Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting and participating in the laboratory, classroom and clinical experiences.
6. Intellectual, conceptual, perceptual, integrative and quantitative: These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities.
7. Behavioral and social: Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships. Students must be able to tolerate physically demanding workloads and to adapt to changing environments, to

display flexibility, and to learn to function in the face of uncertainties inherent in clinical problems of patients. Compassion, maturity, honesty, ethics, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. Students shall be prepared to endure the physical and emotional demands of the medical profession.

Additional information

Examples of associated standards are listed in some detail at the following link: http://www.atsu.edu/learning_resources/disabilities/index.htm. Categories, standards, and examples mentioned at the link serve for purposes of demonstration and are not intended as a complete list of resources.

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Grading

DO students earn a percentage grade or pass/fail grade for each course. ATSU requires a percentage grade of 70 or more (or "Pass") to achieve satisfactory completion of a course. Clinical clerkships are graded Honors, High Pass, Pass, and Fail based upon the preceptor evaluation, post-rotation exam, and other evaluations that are weighted appropriately.

Additional assessment during clinical clerkship rotations includes written case presentations, oral case presentations, quizzes, online modules, logbook entries, and journal club. These assessment tools are graded as Honors, High Pass, Pass, and Fail. Failure of any of these required activities will require remediation.

Grade	Value
AU	Audit
F	Fail
F*	Indicates the course was repeated and not included in the GPA calculation
H	Honors
HP	High Pass
I	Incomplete - indicates that course requirements have not been completed
IP	In Progress
P	Pass

W	Withdraw
WF	Withdraw Fail
WP	Withdraw Pass
70 - 100%	Passing grade
70R	Indicates original fail grade was remediated, final grade of 70R recorded
Grades followed by #	Indicates grades that are not included in the GPA calculation

Student Promotion Board

The responsibility of the Student Promotion Board is to assess the academic progress and professionalism of all students and ensure that adequate progress is being made toward the degree doctor of osteopathic medicine. Reviewed material will include the academic record, subjective evaluations by course directors and faculty, written notes, results of performance assessments such as PA I, PA II, and PA III, as well as other material necessary to fully evaluate the student's progress.

The Student Promotion Board is chaired by the Associate Dean for Academic and Clinical Educational Affairs and includes as voting members the Associate Dean for Curriculum, clinical department chairs, and basic science department chairs. The Chair is a voting member in the case of a tie, and decisions of the Board will be made by majority vote.

Non-voting consultants to the Student Promotion Board will be the Director of Learning Resources, the Vice President for Student Affairs, and the Learning Enrichment Advisor. In the event that a course director is also a voting member of the committee, he/she will retain voting privileges. Additional appropriate full-time faculty such as a DSME or RAD may be requested to attend the Student Promotion Board meeting without vote.

To evaluate student progress, the Student Promotion Board will be convened by the Associate Dean for Academic and Clinical Educational Affairs at the end of the academic term or on an as needed basis at any time to consider lack of professionalism or academic progress by any student. Students will be notified of the outcome in writing by the Associate Dean for Academic and Clinical Educational Affairs.

Student Promotion Board Decision Appeals

- The student must present all information relevant to academic performance to the Student Promotion Board. In the case of information of a highly sensitive nature, the student may present such information to the Associate Dean for Academic and Clinical Educational Affairs prior to the convening of the Student Promotion Board.
- The student may appeal the Student Promotion Board decision in writing to the Dean within five days of notification of the Student Promotion Board decision only if new or significant information is revealed after the Student Promotion Board decision was made or if the student believes that the Student Promotion Board process was not followed as presented in the University Catalog.
- The Dean may meet with the Chair of the Student Promotion Board to discuss the appeal and determine if the Student Promotion Board process was followed.
- The Dean has the authority to overturn or uphold the Student Promotion Board decision.

Academic Probation

Any DO student who has failed any course, rotation, or who has failed COMLEX Level 1, COMLEX Level 2 CE, or COMLEX Level 2 PE may be placed on academic probation and informed in writing by the Associate Dean for Academic and Clinical Educational Affairs. Students may also be placed on probation due to professionalism issues. The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced difficulty. Students on probation may not serve in student office, be excused from curricular activities for professional development, or attend conferences or events sponsored by the College without explicit permission from the Associate Dean for Academic and Clinical Educational Affairs. These measures are employed to assist the student in concentrating on improvement in his or her academic and professional progress.

Once the deficiencies have been remediated by the student, the probation shall be removed by written notification from the Associate Dean for Academic and Clinical Educational Affairs or the Dean. The successful remediation of an academic course will be identified by a notation (70R) on the student's transcript.

Class Rank

Class rank will be calculated for KCOM DO students at the end of the fall and spring term for each of the first two years of medical school. The Registrar's Office will notify students when the ranking is available for viewing on the CampusNexus Student Portal. KCOM ranks students in quartiles.

- Quartile 1: better than approximately three-quarters of the class
- Quartile 2: better than approximately one-half of the class
- Quartile 3: better than approximately one-quarter of the class
- Quartile 4: lower than approximately three-quarters of the class

Graduation Requirements

Students in the DO program at KCOM must meet the following requirements for graduation. Each student must have:

- Been a student in an accredited osteopathic university or equivalent for at least four academic years.
- Been enrolled in KCOM during his or her final two years of education. Must complete, to the satisfaction of the faculty, prescribed courses and clinical rotations.
- Passed the NBOME COMLEX Level 1, COMLEX Level 2 CE, and COMLEX Level 2 PE prior to graduation.
- Completed all clinical requirements prior to July 1, in the year of the match to participate in graduation and ensure eligibility to begin a post-graduate program.
- Been approved by faculty vote for promotion to graduation.
- Satisfactorily discharged of all financial obligations to the University.
- Completed the KCOM Exit Questionnaire "Senior Survey."
- Attended, in person, the commencement program at which time the degree is conferred.

Academic Standards, Guidelines, and Requirements

Attendance

Required attendance activities are denoted on the student calendar. Other activities are attendance encouraged. Please see the ATSU Policies section of this catalog for the University policy on student absences. In addition to the University policy, KCOM offers 3 personal days annually for DO students.

HIPAA Training

Health Information Portability & Accountability Act (HIPAA) training and certification is required for all KCOM DO students.

Personal Days

Students are allowed up to 3 personal days per academic year where scheduled required activities may be made up (if the exercise is reproducible). Personal day requests must be submitted to the office of the Associate Dean for Academic and Clinical Educational Affairs on the Non-medical/Personal Day Form. For third and fourth year students, these forms are submitted to the RAD/DSME. Each student is responsible for their own academic progress.

Examples of personal day use include:

- Religious observations
- Wellness exams
- Elective medical procedures
- ATSU/KCOM club representation at regional/national meetings
- Weddings

Personal days cannot be divided into portions. Any portion of a day requested will count as an entire day off.

Personal day use for high-stake exams (e.g., section exams, practicals, finals) will be limited and require advance approval by the Associate Dean for Academic and Clinical Educational Affairs.

Examples of absences not counted as personal days:

- Medical excused absences (with proper documentation – please use the medical excused absence form)
- Absences to attend funerals (please use the non-medical excused absence form).
- Absences for required activities as a result of school sanctioned leadership positions (e.g. SGA president, KOAA board representative, etc.)
- Absences for reasons beyond the control of students (e.g., weather, flight cancellations) will be considered. If approved, a personal day will not be used.

Clinical Rotation Conduct and Standards

In the event the RAD or DSME determines that a student may constitute a threat to the student's personal welfare, fellow students, staff, or patients, the RAD or DSME shall have authority to initiate interim temporary suspension or immediate medical leave for KCOM students. Once suspended, the student is no longer covered by University policy (liability coverage, etc.). This notification must be in writing, and the Associate Dean for Academic and Clinical Educational Affairs must be notified immediately of such action. Possible situations where such action may be necessary include the following:

- Substance abuse (alcohol & other drugs)
- Medical or psychological illnesses
- Suspected illegal behavior
- Suspected physical, sexual, or emotional abuse

Upon notification, the Associate Dean for Academic and Clinical Educational Affairs will initiate the proper review to expedite resolution of the interim status. The action of the RAD or DSME may be made permanent, or an alternate plan of action may be made in accordance with University policy.

In accordance with policy, the RAD or DSME may initiate review for suspected violation of the academic or behavioral codes. The initial step in the process will be notification of the Associate Dean for Academic and Clinical Educational Affairs.

Additional policies and protocols affecting students in the regions are located in the Regional Procedure Manual and the Clinical Educational Rotations Manual located on the Clinical Educational Affairs web page of the ATSU portal (both manuals are updated annually).

Curriculum

The DO curriculum at KCOM is systems-based, patient-oriented, and multiple innovative learning models have been adopted throughout its evolution. Each course has numerous presentation styles including problem-based sessions, case-based presentations, web-based instruction, and small-group labs, workshops, and other activities in the first and second years. Osteopathic theory and methods are taught throughout the first two years, integrated through an interdependent alignment with basic science and clinical courses. Courses in the first two years prepare the student for the curriculum expected during the clinical rotation experience. Clinical curriculum, including didactics, labs, workshops, and osteopathic manipulative medicine, is delivered to students in regional sites during the third and fourth years.

The DO curriculum is designed as a linear curriculum; that is, students should successfully complete the schedule of courses offered in sequence during their first and second years of matriculation. To proceed through the curriculum, students must demonstrate successful completion of each prior section and each course contained within the section. Failure to do so is subject to Student Promotion Board consideration.

First and second years

Early first semester is devoted to the foundation of basic medical sciences, and then students spend the remainder of first and second year learning clinical medicine and the evidence supporting it. KCOM also includes clinical education courses and experiences as early as the first quarter of the first year. The first year of study includes a clerkship with a primary care physician. Osteopathic theory and methods are taught concurrently with the basic science and clinical courses during the first and second years. Sitting for the COMLEX-USA Level 1 exam is required before beginning clinical rotations.

Assessment during the first two years may include, but is not limited to, multiple-choice question exams, similar to the national board examinations that are comprehensive and integrated across content. In addition, performance assessment is used to assess student accomplishments, assess physical examination skills, osteopathic manipulation skills, interpersonal skills, and clinical skills. Many of the performance skills are assessed in KCOM's Performance Assessment Center and the Human Patient Simulation Center. In addition, standardized tests similar to the national board examinations are used during the first two years to assess the teaching program and provide feedback to students to help them prepare for their required national board exams.

During the last 94 weeks of the academic program, students participate in clinical rotations at regional sites. The selection of rotation sites is by a confirmation of an electronic match and utilization of a personal statement. This match is held during the second year, and there is opportunity for students to trade regional sites after the initial match.

Third and fourth years

Student progress is assessed in a comprehensive exam at the end of the third year. This comprehensive assessment process includes a written knowledge examination and performance evaluation to assess specific clinical skills, in addition to interpersonal and clinical reasoning skills.

Assessment during a student's core clinical rotations includes, but is not limited to, preceptor evaluations, end-of-rotation exams, and an end-of-year performance assessment. This includes an objective examination assessing the knowledge base specified by the College's Educational Objectives for the core rotations, clinical skills performance

assessment specified for core rotations, and standardized patient testing to assess interpersonal skills and clinical reasoning.

In addition, students are assessed on curriculum performance in oral case presentation, written case presentation, online modules, log entries, and journal club presentations.

For the post-core rotations (fourth year), the basic evaluation tools are the individual preceptor evaluation of a student's performance on each rotation and performance on a written case presentation.

Students are required to take and pass the COMLEX series of examinations. More specific information regarding when these examinations must be completed is contained in the Student Assessment Plan Summaries (specific for each graduating class year) which can be found on the KCOM Students and the Academic and Clinical Educational Affairs web pages located on the ATSU portal.

Typical Course Schedule

A typical course schedule consists of the following:

First and second years

- Advanced Cardiac Life Support
- Clinical Experiences II
- Clinical Ultrasound I, II, III, and IV
- COMLEX Level I Preparation
- The Complete DOctor I, II, III, and IV
- Dermatology
- Histology I, II, and III
- Human Biochemistry I, II, and III
- Human Gross & Developmental Anatomy/Radiology I and II
- Immunology I and II
- Infectious Diseases
- Internal Medicine I and II
- Medical Microbiology
- Medical Pharmacology I, II, III, and IV
- Medical Physiology I, II, and III
- Neuroscience
- Osteopathic Theory & Methods I, II, III, and IV
- Pathology I, II, III, and IV
- Pediatrics
- Performance Assessment I and II
- Principles of Surgery
- Women's Health

Third-year core & elective rotations

- Advanced Osteopathic Principles and Practice
- Anesthesiology - 2 weeks
- Electives - 8 weeks
- Family Medicine - 4 weeks
- Internal Medicine - 8 weeks

- OB/GYN - 4 weeks
- Pediatrics - 4 weeks
- Psychiatry - 4 weeks
- Radiology - 2 weeks
- Region Testing - 1 week
- Rural or Underserved Family Medicine - 4 weeks
- Surgery - 4 weeks
- Vacation - 2 weeks

Fourth-year required, selective, and elective rotations

- Advanced Osteopathic Principles and Practice
- Boards - 1 week
- Electives – 14 weeks
- Internal Medicine Selective - 4 weeks
- Internal Medicine or Surgery Selective - 4 weeks
- Life Cycle Selective - 4 weeks
- Required Critical Care/ICU - 4 weeks
- Required Emergency Medicine - 4 weeks
- Required Family Medicine - 4 weeks
- Required Orthopedics, Neurology, OMM or Physiatry - 4 weeks
- Vacation - 4 weeks (scheduled by student w/site approval)

Predoctoral Fellowship

Predoctoral fellowship positions are offered in the disciplines of anatomy, osteopathic manipulative medicine, and medical education. Fellows are involved in teaching and research.

Details concerning applications for these positions are available from Medical Education.

Postdoctoral Study

Contact the Still OPTI office for additional information about internship and residency training programs affiliated with KCOM.

Course Descriptions and Credit Values

Core Courses

Advanced Osteopathic Principles and Practice - OPPC7171 – 2 credit hours: Osteopathic Principles and Practice (OPP) is a three semester online course that runs during the third and fourth years of osteopathic medical school. OPP is a concept of health care that embraces the concept of the unity of the living organism's structure (anatomy) and function (physiology). The osteopathic philosophy emphasizes the following principles: (1) The human being is a dynamic unit of function; (2) The body possesses self-regulatory mechanisms that are self-healing in nature; (3) Structure and function are interrelated at all levels; and (4) Rational treatment is based on these principles. The OPP course focuses on the integration of OPP, including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The OPP curriculum will help osteopathic medical students master the OPP competencies as outlined by the American Association of the Colleges of Osteopathic Medicine. The OPP Course includes modules of systems-based or special population-based conditions that respond well to adjunctive osteopathic manipulative medicine (OMM), OMM Practice Logs, manual medicine literature assignments, and multiple choice assessments.

Advanced Osteopathic Principles and Practice - OPPC7172 – 2 credit hours: This course is a continuation of OPPC7171. Prerequisites: OPPC7171.

Advanced Osteopathic Principles and Practice - OPPC8173 – 2 credit hours: This course is a continuation of OPPC7172. Prerequisites: OPPC7172.

Clinical Experiences II – CLIN5261 - 5 credit hours: This two-week active learning experience is spent with a physician in a clinic/facility which provides primary healthcare services in the areas of general practice/family medicine, general internal medicine, pediatrics, obstetrics/gynecology and/or emergency care. The student will assist the physician and his or her staff, observe how the physician interacts with patients and staff, and contribute to provision of care on site and in the community service setting.

Clinical Ultrasound I – ULTR5231 - .5 credit hours: This course provides training in bedside ultrasound skills at the point of care to medical students through hands-on practical experience, empowering students to develop and achieve their personal and career goals. Ultrasound training has the potential not only to enhance the learning of anatomy and medicine for students, but also to improve the quality of patient care.

Clinical Ultrasound II – ULTR5232 - .5 credit hours: This course is a continuation of ULTR5231. Prerequisites: Clinical Ultrasound I.

Clinical Ultrasound III – ULTR6233 - .5 credit hours: This course is a continuation of ULTR5232. Prerequisites: Clinical Ultrasound II.

Clinical Ultrasound IV – ULTR6234 - .5 credit hours: This course is a continuation of ULTR6233. Prerequisites: Clinical Ultrasound III.

COMLEX Level I Preparation – CMLX6500 – 4 credit hours: This course completed over first and second year has the primary goal of assisting student preparation for successful completion of COMLEX Level 1.

The Complete Doctor I – CODO5251 – 3.25 credit hours: This course is taught by the Department of Family Medicine, Preventive Medicine, and Community Health. The course introduces the student to skills used in clinical practice including professionalism, medical ethics, communication skills, and all aspects of the physical examination. Also included in the course are preventive medicine topics, public and community health curriculum, and human sexuality from a life cycle model. Topics on behavioral sciences, death and dying, and substance abuse are included. Small group sessions, the use of videotaping of patient simulations, the teaching with standardized patients, school physicals, and a home visit are some of the unique and effective means of delivery of this curriculum.

The Complete DOctor II – CODO5252 – 2.5 credit hours: This course is a continuation of CODO5251. Prerequisites: The Complete DOctor I.

The Complete DOctor III – CODO6253 – 2 credit hours: This course is a continuation of CODO5252. Prerequisites: The Complete DOctor II.

The Complete DOctor IV – CODO6254 – 2.5 credit hours: This course is a continuation of CODO6253. Prerequisites: The Complete DOctor III.

Dermatology – DERM6271 – 1 credit hour: This course is taught by the dermatology faculty and examines the etiology, symptomatology, diagnosis, and treatment of diseases of the skin. The course also covers diagnosis of systemic diseases that present as skin disorder.

Histology I – HIST5111 – 1.5 credit hours: This course is taught by the Department of Anatomy. Histology studies the microscopic structure of tissues and organs of the body. This course teaches tissue recognition and function. It lays the foundation for the study of Pathology.

Histology II – HIST5112 – 1 credit hour: This course is a continuation of HIST5111. Prerequisites: Histology I.

Histology III – HIST6113 – 1.5 credit hours: This course is a continuation of HIST5112. Prerequisites: Histology II.

Human Biochemistry I – BIOC5101 – 3.5 credit hours: Biochemistry is taught by faculty of the Department of Biochemistry and introduces the molecular basis of cell function and the biochemical basis of structure and function of the body. The goals of the course are to educate students in the fundamentals of contemporary biochemistry in sufficient detail to 1) permit comprehension of other basic biomedical sciences, 2) understand biochemical mechanisms associated with disease, modern diagnostic techniques, and modern therapeutics, and 3) be able to maintain currency in the primary biomedical literature throughout their professional lives. Special attention is given to disease states caused by biochemical and genetic abnormalities. The courses are primarily lecture-based with some use of workshops to promote active learning of selected topics.

Human Biochemistry II – BIOC5102 – 1 credit hour: This course is a continuation of BIOC5101. Prerequisites: Human Biochemistry I.

Human Biochemistry III – BIOC6103 – 2 credit hours: This course is a continuation of BIOC5102. Prerequisites: Human Biochemistry II.

Human Gross & Developmental Anatomy/Radiology I – ANAT5121 – 8 credit hours: The course is taught by the Department of Anatomy and is a dissection-oriented course in human gross anatomy. Didactic hours are followed with cadaver dissection laboratory sessions. Gross Anatomy covers back, thorax, abdomen, perineum/pelvis, the upper and lower limbs, and head and neck. Medical imaging is presented as it relates to understanding anatomy and future clinical medicine. Embryology is presented as it relates to the development of tissues and organs.

Human Gross & Developmental Anatomy/Radiology II – ANAT5122 – 4 credit hours: This course is a continuation of ANAT5121. Prerequisites: Human Gross & Developmental Anatomy/Radiology I.

Immunology I – IMMU5131 – 1 credit hour: This course is taught by the Department of Microbiology and Immunology. The course teaches the humoral and cell-mediated immune systems of man and their role in autoimmunity, transplantation, host-parasite relationships, and disease. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small group setting. The objectives of this course are to provide an understanding of the numerous immunologic issues that will come forth in conditions taught in Medical Microbiology and Infectious Diseases.

Immunology II – IMMU6132 – 1 credit hour: This course is a continuation of IMMU5131. Prerequisites: Immunology I.

Infectious Diseases – IDIS5141 – 3 credit hours: This course is taught by the Department of Microbiology and Immunology and uses an organ-systems-based approach to provide in-depth coverage of the etiology, epidemiology, signs and symptoms, pathology, lab tests, differential diagnosis, treatment, and prevention of infectious diseases. In addition to lectures, students perform online case exercises and they participate in exercises involving interpretation of clinical case information and presentation of analysis in a small group setting. The objective of this course is to develop in students an understanding of infectious diseases needed for subsequent clinical courses and rotations.

Internal Medicine I – MEDI5211 – 5 credit hours: This course, taught by the Department of Internal Medicine and guest faculty, focuses on historical and physical diagnosis of patients with congenital and acquired medical disorders. The course offers general adult medicine, which includes cardiology, pulmonology, allergy, gastroenterology, nephrology, endocrinology, hematology, oncology, and geriatric medicine. The course emphasizes differential diagnosis and management of the most common disorders that present in a primary care internal medicine practice.

Internal Medicine II – MEDI6212 – 6 credit hours: This course is a continuation of MEDI5211.

Medical Microbiology – MICR5151 – 2.25 credit hours: This course is taught by the Department of Microbiology and Immunology. It teaches the structure, metabolism and genetics of viruses, bacteria, fungi, and parasites in relation to their identification, and pathogenicity. This course focuses on associating microbial agents with diseases that they cause in man. The laboratories cover basic microbiological procedures and techniques and supplement the material

being covered in lectures. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small-group setting. Students perform online case exercises. The objective of this course is to develop in students a basic understanding of virology, bacteriology, mycology, parasitology, and entomology that will be required to be successful in the subsequent Infectious Diseases course.

Medical Pharmacology I – PHAR5191 – 1.25 credit hour: This course, taught by faculty in the Department of Pharmacology, emphasizes the basic concepts of pharmacology including the main classes of pharmacological agents. The course presents a survey of general drug categories with a review of specific individual agents to illustrate the concepts of pharmacological principles, pharmacodynamics and pharmacokinetics, mechanisms of action, adverse effects, drug interactions, and therapeutic uses. The course is presented in a team-based learning format where students work as individuals and in teams to acquire a knowledge base and to experience the application of their knowledge base to solving clinical case-based problems. Course content is delivered in several formats, including traditional lectures, handouts, and application exercises.

Medical Pharmacology II – PHAR5192 – 1.5 credit hours: This course is a continuation of PHAR5191. Prerequisites: Medical Pharmacology I.

Medical Pharmacology III – PHAR6193 – 1.5 credit hours: This course is a continuation of PHAR5192. Prerequisites: Medical Pharmacology II.

Medical Pharmacology IV – PHAR6194 – 1 credit hour: This course is a continuation of PHAR6193. Prerequisites: Medical Pharmacology III.

Medical Physiology I – PHYS5201 – 1 credit hour: Physiology is taught by the Department of Physiology and includes the study of the normal function of each of the organ systems in the human body. Emphasis is placed on basic principles and mechanisms that have application throughout all areas of medical practice. Physiology content includes cellular, autonomic, cardiovascular, respiratory, renal, acid-base, gastrointestinal, and endocrine physiology. Problem-based workshops emphasize concepts and clinical correlations. Laboratories demonstrate and reinforce the systems covered in lectures.

Medical Physiology II – PHYS5202 – 3.5 credit hours: This course is a continuation of PHYS5201. Prerequisites: Medical Physiology I.

Medical Physiology III – PHYS6203 – 2 credit hours: This course is a continuation of PHYS5202. Prerequisites: Medical Physiology II.

Neuroscience – NEUR6281 – 8 credit hours: This course is taught by faculty members from the Departments of Anatomy, Physiology, Pathology, Neurobehavioral Science, and Pharmacology. The first part of the course is an introduction to cellular physiology and neuroanatomy of the human central nervous system function in health and disease. Specific topics include neuroanatomy and neuronal function, the motor unit, and the anatomy of the neural axis. The second part emphasizes higher order central nervous system function and introduces neurological and neuropharmacological approaches to the diagnosis and treatment of diseases of the human nervous system. Specific topics include general and special senses, motor systems, sensorimotor integration and movement, disorders of voluntary movement, cerebrovascular supply and neurological deficits, higher cortical function, and the neurology of trauma and disease.

Osteopathic Theory & Methods I – OSTE5171 – 3.5 credit hours: The teaching of Osteopathic Theory and Methods and development of specific palpatory skills for diagnoses and treatment extends throughout the four-year curriculum. The four tenets of the osteopathic concept and philosophy are fundamental to each aspect of the course work: 1) the human body functions as a unified being; 2) the physical structure and tissues are interrelated with function; 3) the human body has a natural tendency for healing with self-regulatory and restorative functions; and 4) the osteopathic approach to healing and disease integrates the first three tenets.

The didactic instruction and supervised hands-on laboratory training experienced in the first year prepare for effective integration of the osteopathic approach into clinical practice.

Excellent faculty-student ratios promote mastery of palpatory diagnosis and osteopathic manipulative techniques. These techniques include high velocity, low amplitude (thrust), muscle energy, counterstrain, indirect, myofascial release, and cranial osteopathy, as well as approaches to visceral dysfunction and myofascial pain syndromes. One-on-one assessment of skills enhances confidence that techniques learned are accurate and effective.

The interplay of the musculoskeletal system in health and disease is demonstrated throughout the course, and special emphasis is placed on recognition and treatment of factors that perpetuate and predispose to dysfunction and disease. Practical treatment designs are formulated to promote healing within each patient by maximizing circulatory and immune functions while enhancing the role of the autonomic nervous system.

Osteopathic Theory & Methods II – OSTE5172 – 2.5 credit hours: This course is a continuation of OSTE5171. Prerequisites: Osteopathic Theory & Methods I.

Osteopathic Theory & Methods III – OSTE6173 – 3.5 credit hours: This course is a continuation of OSTE5172. Prerequisites: Osteopathic Theory & Methods II.

Osteopathic Theory & Methods II – OSTE6174 – 2.5 credit hours: This course is a continuation of OSTE6173. Prerequisites: Osteopathic Theory & Methods III.

Pathology I – PATH5181 – 1 credit hour: This is the first in a series of courses taught by faculty in the Department of Internal Medicine. Pathology begins in the first year and extends through the second year to align with conditions discussed in other courses. The course emphasizes disease as a manifestation of altered function in relation to structural and homeostatic changes. The basic pathological processes of inflammation, repair, degeneration, necrosis, neoplasia, fluid and electrolyte disturbances, circulatory abnormalities, and immune mechanisms are presented. Systemic pathology includes review of diseases and disease mechanisms in all organ systems. Correlation of pathological conditions with commonly used laboratory tests is discussed.

Pathology II – PATH5182 – 1.5 credit hours: This course is a continuation of PATH5181. Prerequisites: Pathology I.

Pathology III – PATH6183 – 3.5 credit hours: This course is a continuation of PATH5182. Prerequisites: Pathology II.

Pathology IV – PATH6184 – 1 credit hour: This course is a continuation of PATH6183. Prerequisites: Pathology III.

Pediatrics – PEDS5261 – 2 credit hours: The course covers growth, development, and healthcare from birth through adolescence. Examination, diagnosis, and treatment, as well as etiology and symptomatology of disease, are emphasized. Acute and chronic conditions are taught. Both ambulatory and critical care topics are included. Curricular content in pediatrics extends through clinical rotations in the third and fourth years.

Performance Assessment I – PFAS5001 – 0 credits: This summative skills-based assessment occurs at the end of the first academic year. The performance assessment is intended to prepare students for clinical experiences and to be successful on COMLEX Level 2-PE.

Performance Assessment II – PFAS6001 – 0 credits: This course is a continuation of PFAS5001. Prerequisites: Performance Assessment I and successful completion of year two curriculum.

Principles of Surgery – SURG5222 – 4 credit hours: This course, taught by the faculty of the Department of Surgery, emphasizes diagnosis, treatment, management, and outcomes of common surgical conditions of the gastrointestinal, urological, pulmonary, and vascular systems. Surgical oncological and pediatric surgery topics are also explored. Special considerations to pre/post-op care and management, trauma evaluation, and surgical infections are reviewed. Specific anesthesiology topics are presented in the course.

Psychomotor skills are developed via hands-on lab experiences including scrubbing, gowning, gloving, as well as overall OR protocol. Other labs including airway intubation and management, suture tying skills, and catheter placements are included. High fidelity endoscopy training simulators are used to develop endoscopic skills of the lower GI tract.

Women's Health – WOHE6261 – 2 credit hours: This course, taught by faculty in the Department of Surgery, presents care of the female patient during and after her reproductive life. Management of the pregnant female from preconception to delivery, including genetic screening, is presented. Medical, surgical, and pharmacologic treatment approaches to disorders of the urogenital tract, as well as other healthcare issues that affect women, are also covered.

Directed Studies – varies – credit varies: Directed studies may be required as assigned by the Dean or the Associate Dean of Curriculum.

Electives

As a general rule, no medical student may begin an elective course prior to the 11th week of the first semester. Specific information for elective courses (e.g., start-end dates, eligibility for enrollment, pre-requisite courses, course costs, syllabus, etc.) should be obtained by contacting the course director.

Advanced Disaster Life Support (ADLS) - ELEC6221 – 1 credit hour: This 16-hour (2.5-day) course for medical students on the Missouri campus allows participants to demonstrate competencies in mass casualty management. ADLS requires learners to apply knowledge learned in the (online) Core Disaster Life Support® and Basic Disaster Life Support™ courses. An emphasis will be placed on the ability of all medical disciplines to positively impact their community when they need them most.

Advancing Skills in Osteopathy for Students – ELEC6224 – 1.5 credit hours: This 21-hour course utilizes advanced objective science methods, which employ Vicon 3-D infrared cameras, a Novell pressure sensing pad system (motion testing), a 2-D digital camera measurement system, a handheld ultrasound device, and constructed pelvic and lumbar models for palpation feedback to refine, standardize, and advance fundamental palpation skills. Students will analyze data collected from modern technology to determine the accuracy and reliability of inter- and intra-examiner palpation of bony landmarks.

Advanced Wilderness Life Support (AWLS) - ELEC6226 - 2 credit hours: This 32-hour course for medical students on the Missouri campus allows participants to learn and demonstrate competencies in wilderness medicine. An emphasis is placed on the physician's ability to positively impact the outcome of various medical emergencies in the wilderness. Students are encouraged to improvise and adapt to the variables that present themselves in the wilderness setting, while maintaining a high standard of care.

Basic Disaster Life Support (BDLS) – ELEC6220 - .5 credit hours: This 8-hour course is a competency-based, awareness-level course for medical students on the Missouri campus that introduces concepts and principles to prepare health professionals for the management of injuries and illnesses caused by disasters and public health emergencies. The primary focus of the course is incorporation of an "all-hazards" approach to mass casualty management and population-based care across a broad range of disasters. An emphasis will be placed on the ability of all medical disciplines to positively impact their community when they need them most.

Clinical Pharmacology – ELEC8431 – 5.5 credit hours: This 80-hour course for fourth-year medical students will address advanced topics in pharmacology and will build upon the student's knowledge to facilitate their continuing development toward physicians who will prescribe drugs. The overall objectives of this course are to increase the student's knowledge of the core principles of clinical pharmacology, improve the student's ability to evaluate and effectively utilize drug information resources, and help develop the student's competence to rationally prescribe drugs for a variety of individual patients.

Clinical Ultrasound – ELEC6216 - .5 credit hours:

Cranial Osteopathy – ELEC6223 – 1.5 credit hours: This 20-hour course for second-year medical students teaches the treatment of the cranio-sacral mechanism and the pathology that develops therein. Completion of this additional

20-hour course provides KCOM medical students a total of 40 hours in basic cranial studies, which is needed to qualify for Cranial Academy membership and to be prepared for additional advanced cranial courses offered by the Cranial Academy and the Sutherland Cranial Teaching Foundation.

Culinary Medicine - ELEC6225 - 1 credit hour: This 16-hour course will provide hands-on culinary and lifestyle lessons using an evidence-based approach aligning with current medical literature. Culinary medicine directly addresses a core aspect of caring for the whole person—nutritional, education strategies. Students will come to understand how to make lifestyle discussions part of their routine visits with patients and set a positive example by making healthy choices themselves.

Cultural Awareness in Medicine – ELEC6217 – 1 credit hour: This 18-hour course has the goal of exposing medical students to the various marginalized subpopulations that exist in our society. The course aims to provide students with a "cultural toolkit" that will instill skills, attitudes, and behaviors needed to approach any diverse population and act in a professional and competent manner.

End-of-Life Issues and Hospice Care – ELEC5115 – 3 credit hours: This 40-hour course is designed to expose medical students to end-of-life patient care, the Hospice goals and philosophy, the role of palliative care in patient care, bereavement care and family dynamics in crisis situations, and selected ethical and legal issues including understanding advanced care planning/advanced directives. The course will utilize presentations, role-plays, and patient visits with interdisciplinary team members involved with a patient in hospice or end-of-life care.

Health Partners Interprofessional Program – ELEC5000 – 1 credit hour: This 15-hour course runs during the spring semester and offers medical students an interprofessional experience involving community elders and students from other schools and disciplines to gather health histories, assess vital signs, and plan and provide condition-specific education to patients in their homes or in small-group settings. Activities also include online work and classroom discussion.

Interprofessional Cross-Campus Collaborative Case – ELEC5010 – 1 credit hour: This 15-hour course (fall semester) provides students an experiential learning activity focused on assessment of the needs of a patient and their family within the frame of interprofessional teamwork, patient safety, and quality improvement. Students work as a multi-disciplinary team to analyze a complex patient case, design a plan of care, and participate as part of the team in presenting the care plan to a team of faculty evaluators.

Introduction to Public Health – ELEC6222 – 1 credit hour: This 18-hour course is to enable students to understand public health issues that confront the community, the nation, and the world. It is hoped that by understanding the interaction of public health and medicine, students will become more competent and compassionate physicians providing medical care and preventative medicine within the broader context of public health.

Medical Letters – ELEC5118 – 1 credit hour: This 16-hour course exposes medical students to the interaction of the physician, patient, caregiver, society, and the system of medicine through literary works. By examining the writing of others on these topics, medical students will gain a greater perspective and a deeper understanding for the art of medicine in society and an enhanced empathy for others.

Medical Spanish 1 – ELEC6211 – 1.5 credit hours: Medical Spanish is offered as four courses: MS 1 (4 hours), MS 2 (20 hours), MS 3 (20 hours), and MS 4 (12 hours). The courses accommodate students on the Missouri campus at beginning, intermediate (2), and advanced levels depending on fluency. The courses provide students with knowledge of the basic structures of Spanish language and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients. Cultural studies emphasize the health beliefs of Spanish-speaking communities.

Medical Spanish 2 – ELEC6212 – 1.5 credit hours: see description under Medical Spanish I.

Medical Spanish 3 – ELEC6213 – 1 credit hour: see description under Medical Spanish I.

Medical Spanish IV – ELEC6214 – 1 credit hour: see description under Medical Spanish I.

Pranic Healing – ELEC6215 – 1 credit hour: This 16-hour course for first- through fourth-year medical students is offered quarterly depending on student and instructor availability. It is offered as four, 4-hour blocks or a combination of two 8-hour blocks. Students will gain a deeper understanding of the basic energetic anatomy and its role in health and disease, learn techniques to treat a multitude of ailments and diseases using energy medicine, learn to apply healing techniques to accelerate their own healing, and learn to adapt these healing techniques for use in clinical setting.

Research (for OMS-1) – ELEC5117 – 5.5 credit hours: This 80-hour course provides first-year medical students an opportunity to participate in either a clinical, basic science, or educational research project under the supervision and guidance of an experienced research mentor. Students can expect to be involved in the planning and execution of studies, data analysis, and writing, as appropriate for the stage of the research. No prior research experience is necessary.

Research (for OMS-4) – ELEC8417 – 5.5 credit hours: This course (80- or 160-hour options) will provide fourth-year medical students an opportunity to participate in either a clinical, basic science, or educational research project under the supervision and guidance of an experienced research mentor. Students can expect to be involved in the planning and execution of studies, data analysis, and writing, as appropriate for the stage of the research. No prior research experience is necessary.

Research (for OMS-4) – ELEC8418 – 11 credit hours: see description under Research (for OMS-4) ELEC8417.

Spirituality in Medicine – ELEC5116 – 1.5 credit hours: This 20-hour course for first-year medical students will explore spirituality in medicine and spiritually/culturally competent care. Topics will include patient values, belief systems, cultural and psychosocial factors in health practices, and the nature of suffering and self-care concepts.

Vulnerable Populations – ELEC5119 – 1 credit hour: This 18-hour course for first-year medical students will explore healthcare from the point of view of vulnerable and underserved populations. Through patient interviews/house calls and group discussions, students will become more competent and compassionate physicians willing to provide care to the underserved.

Rotations

Students are required to take 121 credit hours of core and elective rotations (or 44 weeks) for their third year.

Students are required to take 115.5 credit hours of core and elective rotations (or 42 weeks) during their fourth year.

Master of Science in Biomedical Sciences Program

The Biomedical Sciences program provides an opportunity for individuals aspiring to health science careers to become better prepared for professional studies in medicine, education, and/or research. KCOM offers research opportunities in anatomy, biochemistry, immunology, microbiology, pharmacology, and physiology.

Program Mission Statement

To provide individuals aspiring for a health science career an opportunity to become prepared for professional studies in the areas of medicine and research.

Admissions

Application process

Applicants will need to create an account at https://apply.atsu.edu/ for access to the online application. Instructions are included on how to complete the application and provide us with all required documentation. If you have any questions regarding the online application, please call Admissions at 866.626.2878, ext. 2237.

Applications must be postmarked no later than March 1 of the academic year to which admission is sought. Applicants are encouraged to apply far in advance of the March 1 deadline. Additional information regarding the program application deadline date, tuition and expenses, and related financial assistance can be found at www.atsu.edu, or email inquiries may be sent to admissions@atsu.edu.

Admission Requirements

Applicants for admission to the first-year Biomedical Sciences program must meet the following requirements prior to matriculation.

1. Applicants must have earned a baccalaureate degree from a regionally accredited institution prior to matriculation.
2. Applicants must have achieved a minimum 2.65 cumulative GPA overall and a 2.65 minimum science GPA on a 4.0 scale.
3. Applicants must have completed the following courses prior to matriculation:
    - Biology – one year with laboratory or 8 semester hours/12 quarter hours
    - Physics – one year with laboratory or 8 semester hours/12 quarter hours
    - General or Inorganic Chemistry – one year with laboratory or 8 semester hours/12 quarter hours
    - Organic Chemistry – one year with laboratory or 8 semester hours/12 quarter hours
    - English – 6 semester hours/9 quarter hours
    - College Algebra or higher – 3 semester hours/5 quarter hours
4. Applicants are required to submit scores from the MCAT, the Graduate Record Exam (GRE), or the Dental Admission Test (DAT). The College requires that all test scores must be taken within three years from the date of application.
5. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation. The final transcript confirming an undergraduate or graduate degree, if required for the academic program, must be submitted by the date of matriculation.
    - Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by a foreign evaluation service.
    - Individuals who have a reason acceptable to the University for submitting transcripts after the due date (i.e., late accepts or delays by sending institutions) must submit their official transcripts to the

Registrar's Office by the first day of the second week of classes. Official recording of all required transcripts will occur by the end of the first academic term.

6. KCOM and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
7. Matriculants will meet the minimum technology specifications found at: http://its.atsu.edu/knowledgebase/kcom-technology-requirements/

Transfer Student Admission

Please visit the Transfer Credit section for information on transferring in to the Biomedical Sciences program.

Transfer Credit

Please refer to the ATSU Transfer Credit Policy of the University Catalog.

Advanced Standing Admissions

The request must be submitted at least four weeks prior to the start of class.

Potential advanced standing for specific courses will be determined by the Associate Dean for Academic and Clinical Educational Affairs in consultation with the Admissions Committee. Once eligible courses have been determined, the accepted student will be given comprehensive exams, designed and administered by the appropriate department chair. The accepted student must score an 80 percent or higher to receive advanced standing. All testing and decisions for advanced standing must occur before the first day of classes.

International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the Biomedical Sciences program at this time.

Selection of Applicants

Applicants who are considered potential candidates will be invited to visit KCOM to participate in an applicant interview process. Eligibility for an interview will be determined by the Graduate Program Committee and will be based on academic preparation, interest in biomedical research, career goals, life and work experiences, and letters of evaluation. Qualified applicants will be interviewed on-campus by members of the Graduate Program Committee as part of the final selection process. The Graduate Program Committee will contact applicants who have completed their applications to schedule interviews. All applicants selected for admission are interviewed prior to acceptance. The Graduate Program Committee reserves the right to accept, reject, or defer an application.

Students sent a letter of acceptance are granted a specified time period to notify KCOM of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

1. Signed admission agreement,
2. Non-refundable deposits,
3. Copies of official transcripts from every institution attended
4. Immunization record
5. Criminal background check through the University approved vendor
6. Proof of health insurance form

Admission after acceptance is also subject to the satisfactory completion of all academic requirements.

Minimal Technical Standards

Introduction

Biomedical Sciences (BMS) Program- A.T. Still University (ATSU – KCOM) is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Admission and Matriculation (the "Standards") state expectations of BMS students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Admission and Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a BMS student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

Categories, Standards and Examples

A Masters in Biomedical Sciences graduate must have the knowledge and skills to function in a broad variety of laboratory situations and a wide spectrum of research, education, and leadership. In order to carry out the activities described below, students must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data. Students must possess, at a minimum, the following abilities and skills: observation; communication; motor; sensory; strength and mobility; intellectual, conceptual, integrative and quantitative; and, behavioral and social. These abilities and skills comprise the categories of ATSU-KCOM Minimal Technical Standards for Admission and Matriculation and are defined below. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

1. Observation: Students must have sufficient vision to see demonstrations, experiments and laboratory exercises. Students must have adequate visual capabilities for proper evaluation and integration.
2. Communication: Students should be able to hear, see and speak to colleagues in order to elicit and acquire information. Students must also be able to communicate effectively in oral and written form with staff and faculty members and all members of the health team.
3. Motor: Motor demands include reasonable endurance, strength and precision. Students should have sufficient motor function to safely and accurately execute movements reasonably required for research, education, and laboratory work. Such movements require coordination of both gross and fine muscular activity, equilibrium, and functional use of the senses of touch and vision.
4. Sensory: Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory and classroom experiences. Students who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities must be evaluated medically. These disabilities include individuals who were injured by significant burns, have sensory motor deficits, cicatrix formation, or have malformations of the upper extremities.
5. Strength and mobility: Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting and participating in the laboratory and classroom experiences.

6. Intellectual, conceptual, perceptual, integrative and quantitative: These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving and reasoning, critical skill, demanded of researchers and educators, requires all of these intellectual abilities.
7. Behavioral and social: Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities attendant to research, education, and leadership, and the development of mature, sensitive, and effective relationships. Students must be able to tolerate physically demanding workloads and to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in research, education, and leadership. Compassion, maturity, honesty, ethics, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. Students shall be prepared to endure the physical and emotional demands of careers in research education and leadership. Students must possess organizational skills to be an effective researcher.

Additional information

Examples of associated standards are listed in some detail at the following link: http://www.atsu.edu/learning_resources/disabilities/index.htm. Categories, standards, and examples mentioned at the link serve for purposes of demonstration and are not intended as a complete list of resources.

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Grading

Biomedical Sciences students earn a letter grade for each course. ATSU requires a percentage grade of 70 or more to achieve satisfactory completion of a course. KCOM requires that students in the Biomedical Sciences program maintain an 80 percent (B) GPA to stay in good academic standing.

Grade	Value
A+	97 - 100%
A	93 - 96%
A-	90 - 92%
AU	Audit
B+	87 - 89%

B	80 - 86%
C+	77 - 79%
C	70 - 76% (lowest passing grade)
F	Fail – ≤ 69%
F*	Indicates the course was repeated and not included in the GPA calculation
I	Incomplete - indicates that course requirements have not been completed
R-C	Remedial with grade of C
W	Withdraw
WF	Withdraw Fail
WP	Withdraw Pass
Grades followed by #	Indicates grades that are not included in the GPA calculation

Graduate Program Committee

The responsibility of the Graduate Program Committee is to assess the academic and professional progress of all graduate students and ensure that adequate progress is being made toward the degree master of science in biomedical sciences. Reviewed material will include the academic record, subjective evaluations by course directors and faculty, written notes, progress toward completion of their research project and written thesis, as well as other material necessary to fully evaluate the student's progress.

The Graduate Program Committee is comprised of the Chair and includes 6 voting faculty members. The Chair is a voting member and the decisions of the Committee will be made by majority vote.

Non-voting consultants to the Graduate Program Committee will be the Associate Registrar, representative(s) of the residential Admissions team, and an admissions counselor. The Associate Registrar serves as a non-voting consultant to the Graduate Program Committee. In the event that a course director is also a voting member of the committee, he or she will retain voting privileges.

To evaluate student progress, the Graduate Program Committee will be convened by the Chair at the end of each academic term on an as needed basis, or at the end of the first, second, and third academic years to review student progress. The Graduate Program Committee can also be convened by the Chair at any time to consider professionalism issues or lack of academic progress by any student.

At such time, the Graduate Program Committee may require or recommend the following:

- Academic warning (GPA below 2.7) or academic probation (GPA below 2.5) pending review at the end of the next academic term.
- Referral to Learning Resources and/or Counseling Services.
- Limitation of co-curricular activities.
- Dismissal from KCOM.

Students will be notified in writing of the outcome by the Chair.

Graduate Program Committee Decision Appeals

- The student must present all information relevant to academic performance to the Graduate Program Committee. In the case of information of a highly sensitive nature, the student may present such information to the Chair of the Graduate Program Committee prior to the convening of the Graduate Program Committee.
- The student may appeal the Graduate Program Committee decision in writing to the Dean within five calendar days of notification by the chair of the Graduate Program Committee only if new or significant information is revealed after the Graduate Program Committee decision was made or if the student believes that the Graduate Program Committee process was not followed as presented in the University Catalog.
- The Dean may meet with the Graduate Program Committee to discuss the appeal and determine if the Graduate Program Committee process was followed. The Dean has the authority to overturn or uphold the Graduate Program Committee decision.

Academic Probation

Any Biomedical Sciences student who has failed any course is considered to be on academic probation and will be informed in writing by the Chair of the Graduate Program Committee. Students may also be placed on probation due to professionalism issues. The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced difficulty. Students on probation may not serve in student office, be excused from curricular activities for professional development, or attend conferences or events sponsored by the College without explicit permission from the Chair of the Graduate Program Committee. These measures are employed to assist the student in concentrating on improvement in his or her academic progress.

Once the deficiencies have been remediated by the student, the probation shall be removed by written notification from the Chair of the Graduate Program Committee. The successful remediation of an academic course will be identified by a notation (R-C) on the student's transcript.

Graduation Requirements

Students in the Biomedical Sciences program at KCOM must meet the following requirements for graduation. Each student must have:

- Successfully completed his or her approved study program.
- Successfully completed a research project, a presentation of an approved written thesis, and a presentation and passing of the oral defense of the thesis.
- Satisfactorily discharged all financial obligations to the University.

Academic Standards, Guidelines, and Requirements

Attendance

Required attendance activities are denoted on the student calendar. Other activities are attendance encouraged. Please see the ATSU Policies section of this catalog for the University policy on student absences. In addition to the University policy, KCOM offers 3 personal days annually for students.

Personal Days

Students are allowed up to 3 personal days per academic year where scheduled required activities may be made up (if the exercise is reproducible). Personal day requests must be submitted to the office of the Associate Dean for Academic and Clinical Educational Affairs on the Non-medical/Personal Day Form. Each student is responsible for their own academic progress.

Examples of personal day use include:

- Religious observations
- Wellness exams
- Elective medical procedures
- ATSU/KCOM club representation at regional/national meetings
- Weddings

Personal days cannot be divided into portions. Any portion of a day requested will count as an entire day off.

Personal day use for high-stake exams (e.g., section exams, practicals, finals) will be limited and require advance approval by the Associate Dean for Academic and Clinical Educational Affairs.

Examples of absences not counted as personal days:

- Medical excused absences (with proper documentation – please use the medical excused absence form)
- Absences to attend funerals (please use the non-medical excused absence form).
- Absences for required activities as a result of school sanctioned leadership positions (e.g. SGA president, KOAA board representative, etc.)
- Absences for reasons beyond the control of students (e.g., weather, flight cancellations) will be considered. If approved, a personal day will not be used.

Curriculum

The Biomedical Sciences program is designed to develop fundamental concepts and skills in research along with a focus on a specialized area of biomedical study. The program is appropriate for students who wish to obtain a masters level biomedical education in a medical school environment, or who wish to strengthen their credentials for medical school, dental school, or other professional degree program.

The curriculum for the Biomedical Sciences program includes a minimum of 32 credit hours along with specialized study in a particular area of biomedical research and health science. Each student's study program is determined with the approval of the student's research adviser and advisory committee.

Typical Course Schedule

A typical course schedule consists of the following:

First year

- Biomedical Science Thesis Research
- Critical Reading for Biomedical Science
- Ethics in Biomedical Research
- Grant Writing and Medical Informatics
- Human Biochemistry I and II*
- Immunology
- Introduction to Research Design
- Oral Presentation
- Physiology I and II*
- Research, Design, & Biostatistics
- Techniques in Biomedical Science

- Topics in Biomedical Science

Second Year

- Biomedical Science Thesis Research
- Human Biochemistry III*
- Physiology III*
- Thesis Seminar

* Indicates possible choice to meet the elective course requirements

KCOM-Hollister Clinical Research Fellowship

The KCOM-Hollister Clinical Research Fellowship, when available, is designed to provide KCOM students who have completed their second year of medical school an opportunity to receive intense training in medical product research, development, and testing in the clinical setting. Research fellows are enrolled in KCOM's graduate program leading to a master of science in biomedical sciences degree with fulfillment of their course of study and training. Under mentorship of Hollister Incorporated and KCOM personnel, fellows design and conduct clinical trials and bench experiments leading to the development and refinement of a product of commercial value and positive contribution to patient healthcare.

The Hollister fellowship runs from July 1 to June 30, postponing the student's clinical training by one calendar year. At the conclusion of the one-year fellowship period, the student resumes their medical training.

The program is administered such that the fellow will be able to complete the requirements of the Master of Science in Biomedical Sciences degree in one year; however, it is not unreasonable that the final stages of completing the research thesis may take beyond the one-year time frame. This process is managed by the student's advisory committee.

Remuneration for participation in this program is in the form of a stipend or tuition credit.

Details concerning applications for these positions are available from the Graduate Program Committee. Contact the Program Chair for more details.

Course Descriptions and Credit Values

Core Courses

Biomedical Science Thesis Research – BMSCI701-707 – 9 credit hours minimum to 15 credit hours maximum, with 1-7 credit hours allowed per semester): This course provides credit for the intensive time and intellectual endeavor involved in data acquisition and writing the thesis on the student's research project. The research area must be supported by the individual's Advisory Committee and approved by the Graduate Program Committee during the first quarter that this course is taken by the individual. The candidate must be registered for this course at the time of the thesis defense. Letter grades are assigned for each quarter of enrollment. Prerequisites: None.

Critical Reading for Biomedical Science – BMSCI548 – 1 credit hour: This course involves group discussion of assigned multidisciplinary scientific research publications. The student will learn to evaluate and critique primary research publications. This course is graded as pass/fail. Prerequisites: None.

Ethics in Biomedical Research – BMSCI546 – 2 credit hours: This course involves presentation and discussion of ethical issues to be considered in biomedical research. Prerequisites: None.

Grant Writing and Medical Informatics – BMSCI544 – 2 credit hours: This course focuses on the technical aspects of organizing and writing a grant proposal, leading to the start of the student's own research proposal. It also includes instruction in basic medical informatics. Prerequisites: None.

Human Biochemistry I – BMSCI510 – 2.5 credit hours: This course describes the molecular basis of cell function and the biochemical basis of structure and functions of the body. Special attention is given to disease states caused by biochemical abnormalities as well as genetic abnormalities. The broad objective of the course is to contribute to the formation of a solid foundation of knowledge for future comprehension of clinical diagnosis and therapy. Laboratories are intended to reinforce basic concepts and to demonstrate the biochemical basis of key metabolic diseases. Clinical case presentations and small problem-based learning groups are used for instruction as well. Prerequisites: None.

Immunology – BMSCI520 – 1 credit hour: This course is concerned with the principles of humoral and cell-mediated immune systems of man and their role in autoimmunity, transplantation phenomena, host-parasite relationships, and disease. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small group setting. The broad objective of this course is to provide an understanding of the numerous immunologic issues that will come forth in conditions taught in medical microbiology. Prerequisites: Human Biochemistry I.

Introduction to Research Design – BMSCI541 – 2 credit hours: This course involves identifying and developing biomedical science research projects. Topics include defining research questions and hypotheses, establishing significance of the research, selecting outcome measures, and choosing appropriate experimental designs. Prerequisites: None.

Oral Presentation – BMSCI545 – 1 credit hour: This course focuses on the preparation and presentation of a research seminar. In addition to class instruction and discussion, students regularly attend and discuss basic science seminars. The course culminates in the student's presentation of their research proposal during a basic science seminar. Prerequisites: None.

Physiology I – BMSCI524 – 1 credit hour: This course includes fundamental principles associated with mechanisms that have broad application throughout all areas of medical practice. Physiology I covers topics cell excitability, signal transduction, muscle physiology, body fluid compartments, and autonomic physiology. Prerequisites: None.

Research, Design, & Biostatistics – BMSCI542 – 3 credit hours: This is a course in experimental design, methodology, and statistical analysis. Prerequisites: None.

Techniques in Biomedical Science – BMSCI540 – 2 credit hours: This course involves experiences in a minimum of two research laboratories at KCOM in order to acclimate to the environment and to have more information in determining a research project and research adviser. This course is graded as pass/fail. Prerequisites: None.

Thesis Seminar – BMSCI561 – required but no academic credit awarded: This course encompasses the student's presentation of the public and private portions of the defense of the student's thesis. This course is graded as pass/fail. Prerequisites: Fulfillment of all other planned course work needed for completion of the Biomedical Sciences program, except Thesis Research.

Topics in Biomedical Science – BMSCI550 – 2 credit hours: This focused course is designed to provide the narrow area of content that will be most useful as the student develops the research project. The course is directed by the student's research adviser and is set up on an individualized basis. Course work may involve directed reading, discussion, assignments, and attendance at appropriate specific lectures in the medical curriculum that are considered especially useful to the individual's research project. The student will write a literature review that will provide the basis of the general introduction of their thesis. Prerequisites: None.

Electives

Advanced Standing Credit – BMSCI600 – 10 credit hours: This course accounts for the advanced standing provided students entering the master's program who have completed at least the first year of medical school.

Clinical Research – BMSCI624 – 1-3 credit hours as arranged and approved: This course involves mentored participation in a clinical research project. Prerequisites: None.

Graduate Pharmacology – BMSCI532 – 2 credit hours: This course will provide the student with a basic overall understanding of the discipline of pharmacology at a level that will allow the student to apply pharmacological principles to their independent research project. The course will also provide an overall perspective of pharmacology emphasizing the basic principles of pharmacology. Specific categories of drugs will be presented and discussed based on the basic mechanism of action of the drug group. Specific drug classes to be discussed include those with an action on the autonomic and central nervous systems and the cardiovascular system. Prerequisites: Human Biochemistry I, and Physiology I, II, and III.

Histology I – BMSCI516 – 1.5 credit hours: This course focuses on cell biology, basic tissues, and genetics in the study of the microscopic structure and normal development of tissues and organs of the body. This course is aimed at the recognition of that which is normal in order that modifications produced by pathological conditions or congenital malformations can be recognized. This course can be taken by a graduate student in their second year or as independent study earlier in their program of study with permission of the chair of anatomy. It cannot be taken during Semester 1.

Histology II – BMSCI518 – 1.5 credit hours: This course can be taken by a graduate student with approval of the chair of anatomy.

Histology III – BMSCI519 – 1 credit hour: This course can be taken by a graduate student with approval of the chair of anatomy.

Hollister Research Training – BMSCI610 – 7 credit hours: This course provides credit to master's students in the Hollister-KCOM Clinical Research Fellowship. This credit recognizes the professional training provided to Hollister clinical research fellows during the six weeks of training conducted by Hollister International at the start of the fellowship and offsets required courses in the master's program that are covered by this training.

Human Biochemistry II – BMSCI512 – 1 credit hour: This course is a continuation of BMSCI510. Prerequisites: Human Biochemistry I.

Human Biochemistry III – BMSCI513 – 2 credit hours: This course is a continuation of BMSCI512. Prerequisites: Human Biochemistry II.

Issues in Biomedical Sciences – BMSCI530 – 1-3 credit hours: This course is individually designed to provide focused education useful to the student's research project as needed. For example, it might consist of a relevant part of larger, multi-faceted course. Prerequisites: None.

Medical Microbiology – BMSCI522 – 2.5 credit hours: This course is concerned with the structure, metabolism, and genetics of viruses, bacteria, fungi, and parasites in relation to their identification, pathogenicity, and antibiotic sensitivity. The laboratories cover basic microbiological procedures and techniques and supplement the material being covered in the lectures. Students participate in exercises involving interpretation of clinical case information and presentation of analysis in a small-group setting. Students perform online case exercises. The broad objective of this course is to teach the basic understanding of virology, bacteriology, mycology, and parasitology. Prerequisites: None.

Physiology II – BMSCI526 – 3.5 credit hours: This is a continuation of BMSCI 524. Physiology II includes gastrointestinal, cardiovascular, renal, and acid-base physiology. Conferences and problem-based workshops in each quarter provide clinical correlations. Laboratories demonstrate and reinforce the systems covered in lectures. Prerequisite: Physiology I.

Physiology III – BMSCI531 – 2 credit hours: This is a continuation of BMSCI526. Physiology III covers respiratory and endocrine physiology. Conferences and problem-based workshops in each quarter provide clinical correlations. Laboratories demonstrate and reinforce the systems covered in lectures. Prerequisite: Physiology II.

ASHS

ARIZONA SCHOOL OF HEALTH SCIENCES

Dear Student,

It is my pleasure to welcome you to the Arizona School of Health Sciences and A.T. Still University. You are becoming part of an historic institution that has educated health professionals for over 100 years. As the founding school of osteopathy, the University is focused on educating healthcare professionals to deliver quality, compassionate, whole-person healthcare.

I am pleased that you have selected the Arizona School of Health Sciences and assure you that we are dedicated to your success and strive to create a learning-centered environment to support your professional education.

In this catalog you will find useful information on the steps you will take in your journey from application to graduation. We have included information on services that are available to assist you and policies and procedures that will help you along the way. I encourage you to familiarize yourself with the contents of this Catalog and with the University Student Handbook and hope that you will find them to be invaluable.

On behalf of the administration, faculty, and staff, I welcome you and wish you every success in your academic endeavors.

Sincerely,

Randy Danielsen, PhD, PA
Dean, Arizona School of Health Sciences

About ASHS

Program Accreditation

The post-professional Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Ste. 5006, Round Rock, TX 78664, phone: 512.733.9700

The entry-level doctoral program in audiology (Au.D.) at the Arizona School of Health Sciences, a school of A. T. Still University of Health Sciences, is accredited by: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association 2200 Research Boulevard #310, Rockville, MD 20850. Phone: 800-498-2071 or 301-296-5700

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA): ACOTE c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-1220, phone 301-652.2682. ACOTE Website: www.acoteonline.org

The residential Doctor of Physical Therapy program at A.T. Still University of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax St., Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by A.T. Still University Arizona School of Health Sciences. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) accredits the Physician Assistant Studies (MS) program. Accreditation is required before graduates may take the Physician Assistant National Certifying Examination (PANCE). The address and telephone number of this agency is 12000 Findley Road, Suite 240, Duluth, GA, 30097; 770.476.1224, Fax: 770.476.1738.

State Licensing

Degree-granting authority for ASHS has been given by: The Arizona State Board for Private Postsecondary Education, 1400 West Washington Rd., Room 260, Phoenix, AZ 85007. P: 602.542.5709

ASHS Contact Information

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Physical Therapy Department
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Mellissa Eisenmann
Executive Assistant to the Dean
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Darien Belluomini
Senior Administrative Assistant to the Vice Dean
480.265.8046
dbelluomini@atsu.edu

ASHS School Policies

The following policies or guidelines apply to all programs at ASHS.

General Admission Requirements

The following requirements apply to every program and must be met by every applicant to be considered for admission.

Application Process

The Arizona School of Health Sciences (ASHS) offers many programs in the areas of athletic training, audiology, occupational therapy, physician assistants, and physical therapy. Specific application information is included with each program.

Applicants who wish to be considered for more than one program must submit a separate application and fee, official test scores (if applicable), transcripts, and references for each health sciences program. Acceptance to ASHS is to a specific program and is not transferable to other programs. Application materials are not transferable from one application year to another.

English Proficiency

All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University.

Written and reading proficiency in the English language may be demonstrated by one of the following options:

- Option 1 - English is my first language.
- Option 2 – Graduated from a regionally accredited four-year university or college in the United States (minimum B.A. or B.S.)
- Option 3 – You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) or the International English Testing Service (IELTS)
    - Acceptable TOEFL minimal scores for ASHS applications are:
        - Internet based total score = 80
    - Acceptable IELTS scores are an overall band score of 6.5

NOTE: some programs may require TOEFL sub score minimums. Please refer to the individual program website or catalog page to determine if sub scores are required.

The TOEFL is administered by TOEFL/TSE Services, PO Box 6151, Princeton, NJ, 08541-6151, USA (609) 771-7100. Information is available on the Internet at www.toefl.org and A.T. Still University's institutional code is 0339.

International Student Admission

All programs may accept international students. Prior to application, international applicants should review the program information in this catalog for program-specific requirements and contact the Admissions for current information on the application process.

Applicants who have graduated from a non-US college or university must submit acceptable evidence of U.S. degree and/or course equivalency. Applicants must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree.

Foreign Evaluation Services

Below is a list of credentialing agencies. Please check with Admissions to verify which agencies are acceptable to the specific program for which you are applying. An official copy of the transcript evaluation must be provided to Admissions.

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
414.289.3400

Josef Silny & Associates, Inc.
7101 SW 102 Avenue
Miami, FL 33171
305.273.1616

International Credentialing Associates, Inc.
7245 Bryan Dairy Road
Largo, FL 33777
727.549.8555

Foreign Credentialing Commission on Physical Therapy

124 West Street South, 3rd Floor
Alexandria, VA 22314
703.684.8406

International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
310.390.6276

World Evaluation Service Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
212.966.6311

International Consultants of Delaware
P.O. Box 8629
Philadelphia, PA 19101-8629
215.222.8454

University of Texas at Austin Robert Watkins – Graduate and International Admissions Center
2608 Whitis Avenue
Austin, TX 78712
512.475.7409
(Credential Reviews for Texas only)

Selection of Applicants

The Admissions Committee for each program seeks those individuals capable of meeting the academic standards of ASHS and its programs. Completed applications in compliance with minimum admission requirements are reviewed on the basis of some or all of the following areas: the quality of academic performance, professional exposure, work and life experiences, and recommendations.

The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the Committee's decision on their status. Successful applicants are granted a specified time period to notify the Admissions Department of their intention to enroll. After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

Transfer Credit

Transfer credit is accepted on a case-by-case basis and per program requirements.

Advanced Credit

Advanced credit is defined at ASHS as credit awarded in professional programs based on a prior learning assessment. Credit will be awarded for specific advanced standing categories or for listed courses in the plan of study. [Transitional] Doctor of Audiology and [Transitional] Doctor of Physical Therapy applicants must submit requests for advanced credit using the Evaluation of Practicing Audiologists (EPAC) or by submitting a physical therapy professional portfolio, respectively.

Petitions for advanced credit in other programs must be submitted in writing to the Admissions Department. All transcripts, admission forms, and supporting documentation must be completed and received by the University before advanced credit will be considered.

Minimal Technical Standards for Admission and Matriculation

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

The holder of a health sciences professional degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a degree in Athletic Training, Audiology, Human Movement, Health Sciences, Occupational Therapy, Physical Therapy, and Physician Assistant Studies, must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

A candidate for the doctoral or Master of Science degree at ASHS must possess abilities and skills in seven identified categories, including observation; communication; motor; sensory; strength, mobility and endurance; intellectual, (conceptual, integrative, and quantitative); and behavioral and social. These abilities and skills are defined as follows:

- Observation: Candidates and students must have sufficient uncorrected or corrected visual acuity, depth perception, and color perception to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a patient accurately at a distance of 20 feet and up close. Vision must be sufficient to utilize clinical instrumentation; identify dissected nerves and landmarks on anatomical structures such as the tympanic membrane; observe motion; and evaluate posture, locomotion and movement in a clinical setting. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
- Communication: Candidates and students must possess formal and conversational speech and language skills in English. The must be able to write, read and comprehend classroom lecture and assessment materials, technical reports, diagnostic and treatment reports and professional correspondence in English. They must be able to speak, hear (with or without the use of amplification and/or other assistive technology), and observe patients in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. They must be able to communicate effectively in oral and written form with all members of the healthcare team.
- Motor: Candidates and students must have sufficient motor functions to execute movements required to perform laboratory exercises and provide clinical care. Such actions require coordination of both gross and fine motor movements and equilibrium, and functional use of the senses of touch and vision.
- Sensory: Candidates and students must have functional use of sensory skills such as tactile discrimination and proprioception for classroom, laboratory and clinical experiences. Functional use of hearing and vision are also required and are described in sections above.
- Strength, mobility and endurance: Candidates and students must have sufficient upright posture, balance, flexibility, mobility, strength and cardiovascular endurance for standing, sitting, lifting moderate weight and participating in classroom, laboratory and clinical experiences.
- Intellectual (conceptual, integrative, and quantitative): Candidates and students must be able to engage in activities of discovery, measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition,

candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

- Behavioral and social: Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all academic requirements and responsibilities attendant to the diagnosis and care of patients. Candidates and students must be able to develop mature, sensitive, and effective relationships with patients. Candidates and students must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, respect for differences, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

Additional Information

Please see the Master of Science in Physician Assistant Studies and Doctor of Physical Therapy – residential program sections for program-specific minimal technical standards.

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Immunizations for ASHS Residential Programs

ASHS requires all incoming residential students to provide proof of their immunizations in order to matriculate. This is necessary for the students' protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection.

The immunization requirements span the entire time of enrollment at ASHS. Therefore, compliance is required on a continuous basis. Students failing to meet these standards will not be allowed to start or continue with scheduled clinical experiences until compliance has been achieved.

Students should be aware additional immunizations; titers or screenings may be required per individual clinical site specifications. Students will be notified of these requirements on a case-by-case basis. All testing is at the expense of the student.

ASHS Preventive Health Requirements are updated annually and therefore subject to change.

Required Immunizations:

- Diphtheria/Tetanus (DT or Td) – Documentation of booster within ten (10) years prior to the beginning of the academic year.
- Tetanus, Diphtheria & Pertussis (Tdap) – Documentation of a one-time vaccination.
- Measles, Mumps, and Rubella (MMR)- Documentation of two doses of MMR vaccine or proof of immunity (titer).
- Hepatitis B - Students are required to initiate the series of three (3) Hepatitis B vaccine prior to matriculation. Students must complete the series according to the prescribed timeline and in accordance with any additional program – specific requirements. Proof of immunity (titer) will also be accepted.

- Tuberculosis Skin Test (PPD) – Documentation of a negative tuberculosis skin test (PPD) or QTI blood test within the year prior to matriculation. Students who have had a positive PPD test are required to provide documentation of a negative QTI blood test, a negative chest x-ray (CXR), or a record of INH treatment. PPD screening must be updated annually or as required by clinical sites.
- Varicella – Documentation of vaccine or proof of immunity (titer).

Immunization Exemptions

Under certain religious or health circumstances, a request for exemption from preventive health requirements may be granted. However, ATSU cannot guarantee placement in clinical rotations when this exemption is granted. Consequently, students receiving an exemption from preventive health requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

Minimum Technology Specifications

Residential Programs

Please visit http://its.atsu.edu/knowledgebase/ashs-residential-technology-requirements to review the minimum technology specifications for students accepted to ASHS programs.

Online Programs

Please visit http://its.atsu.edu/knowledgebase/ashs-online-programs-technology-requirements to review the minimum technology specifications for students accepted to ASHS programs.

Auditing a Course

The following information pertains to currently enrolled ASHS students.

1. Requests to audit a course should go to the program director or chair of the department under which the course is offered and to the program director or chair of the student's department, if different. All requests must be approved in writing.
2. Students may be allowed to sit in class and may participate only on a space available basis.
3. Students who audit a course are expected to attend classes on a regular basis. Satisfactory completion of a course for audit will be determined by the instructor and will be recorded on the student's transcript as an AU (audit) or other appropriate indicator. No letter grade will be awarded for an audited course.
4. An audited course may not be changed to a course for credit or vice versa.

Questions concerning the audit policy should be directed to the student's program director or department chair.

Grading

ASHS students earn a letter grade.

Grade	Value
A	
AC	Advanced Credit
AU	Audit
B	
C	lowest passing grade

F	Failure**
F*	Indicates the course was repeated and not included in the GPA calculation
I	Incomplete
IP	In Progress
P	Pass
W	Withdraw
WF	Withdraw Fail
WP	Withdraw Pass
Grades followed by a #	Indicates grades that are not included in the GPA calculation

** Receiving the grade of "F" on a course requires a student to retake the course and pay tuition for the course.

Incomplete

Those students whose work at the end of a course is incomplete due to illness or other circumstances beyond their control may be given, at the instructor's discretion, a grade of Incomplete. It is the responsibility of the student to contact the instructor to receive a grade of "I".

The student's instructor will complete an Incomplete Agreement Form, which outlines requirements for course completion and completion date. The completion date must be within one year unless special arrangements have been made with the Dean. The instructor must complete this form prior to the end of the semester or quarter before a grade of "I" can be issued.

After the instructor and student have signed the agreement, it must be approved by the appropriate department chair. Upon approval, the department chair will send the original form to the Registrar's Office. The instructor may then record the "I" on the final grade sheet for the course.

When the student has completed the course work, the instructor will file a Change of Grade Request Form with the department chair who will forward it to the Registrar's Office. If the work is not finished within the period of time specified in the agreement, the grade will become an "F" unless otherwise noted in "section a" of the agreement.

Appealing a Grade

Students who wish to file an academic appeal concerning a course grade must do so by contacting the instructor and/or department chair in writing within 60 calendar days from the final examination or last class period, whichever is later.

Academic Probation

The quality of an educational program can be measured by the academic performance of its students. With regard to academic performance, standards are set to insure that the integrity of the program and institution are maintained. Consistent with academic norms and in the exercise of professional judgment, each ASHS department shall determine and shall provide to students (1) the standards of academic performance and (2) the standards of progression.

A student who fails to meet the department's standards of academic performance will be placed on academic probation and shall be notified of such, in writing, by the relevant department chair. Such notice shall identify the

academic standards which the student has failed to meet and will advise the student that continued failure to meet such standards may result in delay in graduation or dismissal. Copies of any academic probation notice shall be sent to the Dean and the Registrar's Office.

Academic Dismissal

Any student who does not meet the department's standards for progression will receive a written notice of dismissal from the department chair. Decisions regarding dismissal are made on an individual basis consistent with academic norms and in the exercise of professional judgment after considering all pertinent circumstances. The department chair's decision will be based on a recommendation from the department faculty, the student's academic record, department standards of progression and information from the student and other individuals as appropriate. The department chair will notify the student and Dean of the decision, which notice shall describe the significant facts and reasons for dismissal. The student has the right to appeal the decision as outlined in the appeal process.

Dismissal Appeal Process

Dismissal by a department may be appealed, in writing, to the Dean no later than five academic days following receipt of notification of the department chair's decision of dismissal. Such notice of appeal from the student shall include a statement of reasons why dismissal is inappropriate. The Dean shall review the notice of dismissal, notice of appeal, significant facts and reasons for dismissal in light of the department's standards of progression, academic norms and professional judgment. The Dean may meet in person with the student if indicated and shall notify the department chair and student of the decision no later than seven academic days following receipt of the student's appeal. Such notice shall describe the basis for the decision.

The Dean's decision may be appealed in writing by the student to the Senior Vice President for Academic Affairs only if new and significant information has been discovered. A written appeal to the Senior Vice President for Academic Affairs must occur within seven academic days of the Dean's decision and must specifically state the new and significant information forming the basis for reconsideration of the Dean's decision. The written appeal must contain a signature of the student (faxes are acceptable). The Senior Vice President for Academic Affairs will review the appeal and issue a decision, which shall be final and without further appeal, within seven academic days of receipt of the student's appeal.

Degree Completion

Students are expected to complete their degree within the program's standard plan of study. In circumstances where additional time is needed, and with approval of the appropriate chair, students will have a maximum degree completion timeline of five (5) years for a master's program and seven (7) years for a doctoral program from the time of initial enrollment. Failure to complete a degree program within the specified period will lead to a loss of some or the entire student's previously earned course credits, or dismissal from the program.

Required Modules

HIPAA Training

ASHS requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. ASHS provides a detailed review of HIPAA and focuses on the patient privacy and data security issues that will have the most impact on the practice of healthcare workers. HIPAA education provides a definition and discussion of current and forthcoming HIPAA initiatives regarding patient privacy and data security, a review of reforms that have been identified for implementation and the information to help healthcare workers comply with new guidelines. Training is offered online by ATSU and must be completed prior to any clinical education.

Bloodborne Pathogens Training

Universal precautions and blood borne pathogens training will be provided to ASHS students. Universal precautions and blood borne pathogens training must be updated annually and whenever necessary to reflect new or modified

tasks and procedures which affect occupational exposure and reflect changes in technology that eliminate or reduce exposure. Universal precautions and blood borne pathogens training must be completed and documented prior to entering any clinical education.

Biohazards

All faculty and students who use the anatomy laboratory will be instructed on the potential hazards and understand the steps to be taken in the event that injury or accidents occur. See Policy Manual for Hazardous Materials and Personal Safety.

Department of Interdisciplinary Health Sciences

The purpose of the Department of Interdisciplinary Health Sciences (DIHS) is to develop and implement nationally recognized core health sciences programs and post-professional healthcare degree programs of excellence that teach and exemplify the principles of evidence-based practice, healthcare outcomes, health informatics, technology, patient-centered care, and inter-professional teamwork. DIHS offers post-professional master's degree programs in athletic training (residential, coordinates and oversees core health sciences programs (anatomy, research methodology, and biostatistics), coordinates and oversees the Interdisciplinary Research Laboratory, and supports the delivery of core training modules including Health Information Portability & Accountability Act (HIPPAA), blood borne pathogens, and biohazards.

Programs offered through the Interdisciplinary Health Sciences include the:

- Doctor of Athletic Training Program
- Master of Science in Athletic Training
- Graduate Certificate in Clinical Decision Making in Athletic Training
- Graduate Certificate in Orthopaedic Rehabilitation

Research Laboratory

The Arizona School of Health Sciences houses a 1,600 square foot Interdisciplinary Research Lab (IRL), which is supported and overseen by the Department of Interdisciplinary Health Sciences. Currently, equipment available for faculty and student research projects includes a Kistler 9286 AA Slimline Force Plate and Walkway System, a portable multi-component force plate for measuring ground reaction forces and moments acting in any direction and two surface EMG units, the Noraxon My system 1200 4-channel and My system 1400 8-channel surface EMG, for assessment of neuromuscular performance characteristics. Motion analysis is possible using a Phloem's 3-Space Fastback electromagnetic spatial

Tracking system. A Ringmaster computerized stress device is available for assessment of ankle, knee, elbow, and glen humeral joint force-displacement characteristics. The lab is also equipped with a Cyber 330

Isokinetic Dynamometer with the HUMAC/Windows/CYBEX 300 upgrade, Data Pac 2K2 data acquisition software, a Teton tremor box and foam blocks for balance assessment, a treadmill, a total gym, electro goniometers, a lower extremity perturbation device, and several desktop and laptop computers.

Doctor of Athletic Training Program

The Doctor of Athletic Training (DAT) program is post-professional distance learning program with a one-week on-campus Winter Institute culminating in a Doctor of Athletic Training degree. Didactic coursework in advanced areas of study can be planned to allow students to complete the program in three or four years. The DAT program is designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on academic rigor, advancement of clinical practice, and an applied research experience. Faculty and staff work closely with students to develop the professional attitudes and clinical problem-solving skills necessary for optimum patient care.

Length of Program

The DAT program is a 36 month program comprised of 70 credits among 20 courses. Students can actually graduate from the 36-month program as much as 16 months earlier with transfer of credit.

Admissions

Application Deadline

Applications for the DAT program may be submitted at any time during the academic year to Online Admissions. The program has four intakes per year, July, September, January and March. All application materials must be submitted no later than 2 months prior to the start of a course block.

Admission Requirements

Applicants for admission to the DAT program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have achieved a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the DAT program will have earned a masters or higher degree from a regionally accredited institution.
4. Applicants must submit official transcripts from the college or university where the highest degree was earned.
5. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification as an athletic trainer. Verification of progress toward completion of all eligibility requirements to sit for the BOC certification examination will be accepted at the time of application, but BOC certification must be verified prior to matriculation.
6. Students must demonstrate proof of state licensure (if required in your current state of residence). A photocopy of a current state license is acceptable.
7. Official recommendation forms must be completed by: 1) academic advisor, professor, employer, family friend or minister, and 2) a health care professional.
    a. A formal letter of recommendation must accompany each form.
    b. Letters from an educational consulting service will not qualify.
    c. Letters of reference must be submitted for each application year.
8. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
9. Candidates must submit an application form.
10. GRE scores are not required for admission to the DAT.
11. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Candidates must complete a phone interview with the program director.

Advanced Standing Admission

Students who have completed coursework within ATSU's Master of Science in Athletic Training or the Certificate in Clinical Decision Making in Athletic Training may be eligible for advanced standing. Please contact Admissions for more information on eligible transfer credit for advanced standing.

Graduation Requirements

To earn a Doctor of Athletic Training degree, all students must:

1. Complete all prescribed and elected courses within seven years of commencing the program
2. Maintain a minimum overall GPA of 3.0
3. Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations
4. Obtain final applied research project approval documenting completion of all applied research project requirements
5. Discharge all financial obligations to ATSU-ASHS

Curriculum

Upon completion of the Doctor of Athletic Training program at ATSU, students will be able to achieve the following outcomes:

1. Demonstrate advanced clinical decision-making to determine the effectiveness of athletic training practice.
2. Demonstrate advanced knowledge and skills in orthopaedic rehabilitation
3. Demonstrate an understanding of the characteristics of professional leadership, and evaluate and influence health policy and delivery systems, especially in the provision of athletic healthcare services.
4. Produce an applied research project that addresses a significant clinically oriented issue relevant to athletic training practice.

Course Descriptions and Credit Values

Core Courses

Assessment of Movement Dysfunction – ATRN7230 – 3 credit hours: This course introduces and explores normal fundamental patterns of human movement, and advanced techniques for movement pattern assessment. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing the Dynamic Systems Theory and Tensegrity models, techniques for movement assessment will be outlined and discusses. This course provides the foundational knowledge for the subsequent Corrective Techniques for Movement Dysfunction course.

Athletic Injury Epidemiology – ATRN8120 – 3 credit hours: Athletic Injury Epidemiology is designed to enhance the athletic trainer's clinical decision-making process by providing an understanding of the injury patterns associated with a variety of athletic sports. Emphasis will be placed on understanding and applying introductory principles of epidemiology, including the concepts of rates (e.g., rate ratios and rate differences), incidence, proportions, odds ratios and relative risks. Students will gain experience calculating epidemiology values through class examples and exposure to national databases. Discussion of epidemiology study design (eg, cohort vs. case-control) will also be included. Evaluations of the injuries with the highest incidence and their associated risk factors will be discussed. *

Comparative Effectiveness in Athletic Training – ATRN8110 – 3 credit hours: This course is designed to improve the athletic trainer's understanding of, and ability to conduct, clinical research in order to compare the effectiveness of various athletic training treatment interventions for sport-related injury and illnesses. Determination of treatment effectiveness must also take into account the preferences of individual patient, as well as the known benefits and harms of each intervention. The course will cover the basics of comparative effectiveness research questions, study design, outcome measures, statistical analyses, and dissemination. *

Corrective Techniques for Movement Dysfunction – ATRN7240 – 3 credit hours: This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neuro-developmental progression will be discussed. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

Evidence-Based Practice – ATRN7121 – 3 credit hours: This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice (EBP) courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP. * (C)(M)

Foundations of Orthopaedic Basic Science – ATRN7210 – 3 credit hours: This course is designed to enhance the athletic trainers' ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, articular cartilage and bone will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses. *

Health Information Technology – ATRN7140 – 3 credit hours: The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology that may be useful throughout the clinical decision-making process. An understanding of informatics concepts and skills related to the use of technology has been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings; error detection; quality improvement, and; improved patient outcomes. * (C)

Healthcare Policy and Systems of Delivery – ATRN8130 – 3 credit hours: This course examines the evolution of the U.S. health care system from a health policy and health politics perspective. Topics include financing, organization, and delivery of health care, including: access, coverage, cost, and quality of health services; the influence of medical and nonmedical determinants of health; the design of health insurance, including public and private health coverage models; the evolution of consumer-directed and other price- sensitive cost containment mechanisms; impacts of the changing care delivery systems on providers and their patients; public safety net programs; overview of the status of the 2010 health care legislation; and an analysis of the respective roles of government and the private sector in regulating health care. Special emphasis will be given to the history and evolution of educational, regulatory, and credentialing components of major allied health care disciplines, including athletic training, and their role in the contemporary U.S. healthcare system. *

Leadership & Professionalism in Athletic Training – ATRN8140 – 3 credit hours: Examination and application of theories of professionalism and leadership as they relate to various aspects of the practice of athletic training. Topics include, but are not limited to, contemporary leadership theories, medical professionalism, organizational and interpersonal communication, decision-making, change, and conflict management.

Methods of Data Analysis – ATRN8020 – 3 credit hours: This course will focus on development and application of graduate level knowledge and skills related to the use of statistical methodology in health sciences research. * (M)

Patient-Oriented Outcomes – ATRN7131 – 3 credit hours: Advanced Patient-Oriented Outcomes is designed to enhance the athletic trainer's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective clinical decision-making through the practice of providing patient-centered whole person

healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Opportunity to develop an outcomes study through creation of a clinical question in PICO format will be provided and discussion of using practice-based research networks as means to conducting outcomes investigations will occur. * (C)(M)

Qualitative Research Methodology – ATRN8210 – 3 credit hours: This course is designed to introduce the athletic trainer to the methods of qualitative research. As athletic training continues to identify ways to enhance the care provided to various populations, it is essential to integrate patients' perspectives and preferences during the decision-making process. To effectively do so, it is important to have an understanding of the various strategies to gather this information. This course will cover the basics of qualitative research, methods to collect and analyze qualitative data, and strategies to incorporate qualitative data into athletic training clinical practice.

Quality Improvement and Patient Safety - ATRN7111 – 3 credit hours: This course is designed to enhance the athletic trainer's understanding of quality improvement at the service and provider levels. The content covered will include patient safety, fundamentals of quality improvement, measuring improvement, cost and value models, and the history of quality improvement in healthcare. * (C)(M)

Research Methods & Design – ATRN8010 – 3 credit hours: This course will focus on the development and application of graduate level knowledge and skills related to research methods in health sciences. Skills regarding the development of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application are integral components of this course. * (M)

Surgical Considerations for Orthopaedic Rehabilitation – ATRN7220 – 3 credit hours: This course is designed to enhance the athletic trainer's knowledge and awareness of common orthopaedic surgical techniques utilized in the practice of sports healthcare. Indications, contraindications, and general orthopaedic surgical techniques will be presented. Tissue response to surgical intervention and post-surgical rehabilitation considerations and timelines will be emphasized. * Prerequisite: ATRN7210

Winter Institute – Innovation to Advanced Athletic Healthcare – ATRN8150 - 5 credit hours: This course provides an opportunity for examination of the interrelationship of athletic training, ethics, and the law, while simultaneously exploring the major components of the athletic training profession and the contemporary issues confronting those systems. The class is designed to enhance the athletic trainer's understanding of legal and risk management concepts as they pertain to daily clinical practice, especially to those aspects of practice at high risk for liability claims, including sports pre-participation physical evaluation, discharge decision-making, preventative activities, and acute injury management and emergency care.

* Course may be transferable if completed prior to the DAT program as a part of ATSU's Master of Science in Athletic Training (M) or the Certificate in Clinical Decision Making in Athletic (C). Please see the Advanced Standing section of the DAT program section.

Applied Research Courses

Analyzing the Problem – ATRN9001 – 5 credit hours: This course is the first in a series of four courses designed to assist you with the development of an applied research project (ARP) through the stages of reviewing the literature to project dissemination. Understanding the past and current literature around your desired research topic area is crucial to the development of a sound research project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully review the literature around your chosen ARP topic and write a focused review of literature, which will serve as a foundational paper for your ARP.

Proposing a Solution – ATRN9002 – 5 credit hours: This course is the second in a series of four courses designed to assist you with the development of an applied research project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide you with the knowledge and skills to develop and present the proposal for your required ARP. The proposal is crucial for the success of your ARP, as it describes in detail the research questions, hypotheses, and methodological details of your study.

During this course you will work closely with your ARP advisor to ensure your ARP proposal is methodologically sound and feasible. By the end of this course, you will have completed your ARP proposal and will present your project to your ARP advisor and submit your application to the IRB.

Implementing and Evaluating the Solution – ATRN9003 – 5 credit hours: This course is the fourth in a series of four courses designed to assist you with the development of an applied research project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide you with the knowledge and skills to continue to finalize your data collection forms and sampling methodology and to successfully complete your data collection as well as properly manage your data. Additionally, this course will help you to develop and implement an analysis plan for your ARP, based on previous methodological and statistical courses, and write the bulk of your results section so that you will be ready to complete your manuscript and prepare it for dissemination in the next course.

Completing and Disseminating the Project – ATRN9004 – 5 credit hours: This course is the fourth and final course in a series of four courses designed to assist you with the development of an Applied Research Project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide the knowledge and skills needed to successfully complete your ARP manuscript, and to identify possible strategies for the dissemination your research findings through means, such as poster and oral presentations or manuscript submission.

Master of Science in Athletic Training Program

Athletic trainers are healthcare professionals who specialize in the prevention, assessment, treatment and rehabilitation of athletic injuries and illnesses, particularly of an orthopedic and musculoskeletal nature. Post-professional athletic training education prepares individuals for advanced clinical practice, and research and scholarship, in order to enhance the quality of patient care, optimize patient outcomes, and improve population health.

Athletic training is a two-year post-professional residential program culminating in a Master of Science degree in Athletic Training (MS in AT). Didactic coursework in advanced areas of study and clinical education, including funded graduate assistantships, occurs concurrently throughout the two years of the program to enhance student application of obtained knowledge and skills. The post-professional master's degree program in athletic training is designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on academic rigor, clinical practice, and a hands-on research experience. Faculty and staff work closely with students to develop the professional attitudes and clinical problem-solving skills necessary for optimum patient care.

Length of Program

The Master of Science in Athletic Training program can be completed in two years. The curriculum is comprised of 48 credits over 20 courses.

Admissions

Application Process

Students interested in the Athletic Training (MS) residential program, may use the online application available at http://www.atsu.edu/ashs/programs/athletic_training/index.htm or call 480.219.6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: MS in AT Program, 5850 E. Still Circle, Mesa, AZ 85206.

A completed application, official transcripts, official GRE scores or other approved assessment scores, letters of recommendation, and a nonrefundable application fee must be submitted to complete the application process for all programs.

Application Deadline

Applications for the Master of Science in Athletic Training program are accepted on a rolling admissions basis; applicants are encouraged to apply early, prior to March 1. All subsequent applications are considered until class openings are filled.

Admission Requirements

Applicants for admission to the Master of Science in Athletic Training program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have achieved a minimum 2.5 cumulative GPA on a 4.0 scale.
3. Candidates accepted for admission to the MS in AT program will have earned a baccalaureate degree prior to enrollment.
4. Candidates will have completed the following prerequisite coursework:

    a. Human Anatomy and Human Physiology: one year lecture and lab, minimum of 6 semester/6 quarter hours
    b. English: two courses of composition, grammar/literature, and minimum of 6 semester/6 quarter hours
    c. Humanities: two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language) minimum of 6 semester/6 quarter hours
5. Applicants are required to submit all official college or academic transcripts prior to matriculation.
6. Applicants to the AT program must demonstrate Board of Certification (BOC) certification as an athletic trainer or completion of all eligibility requirements to sit for the BOC certification examination.
7. Applicants are required to submit official GRE scores. Any scores older than three years prior to matriculation year will not be accepted. GRE scores should be postmarked by the March 1 timeline of the application year. The GRE Code for ATSU-ASHS is 3743 (There is no department or program code.).
8. Applicants must secure references from: 1) a present or former faculty member, academic adviser, or employer with some relevance to the student's career as an athletic trainer, and 2) a healthcare professional. Letters from an educational consulting service will not qualify. Letters of reference must be submitted for each application year.
9. Applicants must submit two copies of personal resume. Guidelines are offered in the application instructions.
10. Students must obtain and maintain CPR certification. Verification must be submitted to ATSU-ASHS prior to enrollment.
11. Applicants who wish to be considered for more than one program must submit a separate application and fee, official GRE scores, transcripts, and references for each health sciences program. Acceptance to ATSU-ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another.
12. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
13. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Graduation Requirements

To earn a Master's of Science in Athletic Training degree, all students must:

1. Maintain a minimum overall GPA of 2.75*
2. Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations
3. Obtain final thesis approval documenting completion of all thesis requirements
4. Discharge all financial obligations to ATSU-ASHS
5. Attend and participate in commencement activities

*The U.S. Department of Education requires that all students receiving federal financial assistance must meet and maintain satisfactory academic progress, which is defined as minimum GPA of a 2.0 on a 4.0 scale. However, the MS in AT student is advised that the residential Athletic Training program degree completion requirements presented above include a GPA standard that is more rigorous. Failure to maintain the minimum AT Program GPA of 2.75 will constitute a violation of program Standards of Academic Performance.

Curriculum

Upon completion of the ATSU Post-Professional Athletic Training Program, students' will be able to achieve the following outcomes:

1. Demonstrate safe and effective clinical decision-making in athletic training practice in a manner that integrates quality improvement, evidence-based practice, and patient-oriented outcomes.

2. Demonstrate advanced knowledge and clinical practice skills in the examination, diagnosis, and management of sport related injuries and illnesses.
3. Demonstrate advanced clinical practice, integrating effective communication, knowledge, skills, and clinical reasoning, professionalism, and self-reflection in daily practice.
4. Demonstrate foundational knowledge of human anatomy.
5. Demonstrate knowledge and skills for designing, conducting, analyzing, and disseminating athletic training research.

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Advanced Clinical Practice I: Sudden Death in Sport
- Advanced Clinical Practice II: Current Topics in AT
- Advanced Clinical Practice III: Patient-Centered Care
- Advanced Clinical Practice IV: Throwing Injuries
- Evidence-Based Practice
- Human Anatomy I
- Human Anatomy II
- Methods of Data Analysis
- Patient-Oriented Outcomes
- Research Methods and Design
- Research Practicum I
- Traumatic Brain Injury in Sport

Year 2

- Advanced Clinical Practice V: Functional Movement Screening
- Advanced Clinical Practice VI: Manual Therapy Techniques
- Advanced Clinical Practice VII: Soft Tissue Rehabilitation Techniques
- Advanced Clinical Practice VIII: Professional Development
- Diagnosis and Management of Sport-Related Illnesses
- Diagnosis of Orthopaedic and Sport-Related Injury
- Quality Improvement and Patient Safety
- Research Practicum II

Course Descriptions and Credit Values

Advanced Clinical Practice I: Sudden Death in Sport – ATRN5101 – 1 credit hour: This course is designed to enhance the athletic trainer's knowledge, skills, and practice in development and implementation of evidence based emergency care plans. Current Position and Consensus Statements on Sudden Death in Sports, Exertional Heat Stroke, Emergency Planning, Care of the Spine Injured Athlete, Lightning Safety in Athletics, and others will be reviewed and critically discussed.

Advanced Clinical Practice II: Current Topics in AT – ATRN5201 – 1 credit hour: Advanced Practice: Current Topics in AT is designed to introduce and explore various current topics within the athletic training profession. Content may include discussion of current issues in professional practice; AT education; local, state, and national association agendas; non-traditional AT practice settings; and other topics as identified by the AT program faculty.

Advanced Clinical Practice III: Patient-Centered Care – ATRN5301 – 1 credit hour: This course is designed to introduce and explore the concepts of patient-centeredness and whole person healthcare as foundational to athletic training patient management. The idea that patient-oriented clinical outcome measures as well as individual patient values, preferences and needs are central to providing patient-centered whole person healthcare is highlighted.

Discussion of moral and ethical grounding of patient centered care, in addition to benefits, challenges, and barriers to patient centered care will be discussed.

Advanced Clinical Practice IV: Throwing Injuries – ATRN5401 – 1 credit hour: This course is designed to enhance the athletic trainers' knowledge and awareness of musculoskeletal injuries in the overhead-throwing athlete. Following this course, the athletic trainer should be able to describe the kinetics and kinematics of overhead throwing, discuss the epidemiology of throwing injuries, describe the major theories of throwing shoulder dysfunction, implement injury prevention programs for throwers, and diagnose and treat common musculoskeletal injuries in the overhead-throwing athlete.

Advanced Clinical Practice V: Functional Movement Screening – ATRN6101 – 1 credit hour: This course will explore the use of various functional performance tests for determination of functional status and performance ability. Emphasis will be based on integration of basic science knowledge (anatomy, kinesiology, and neuroanatomy) and evidence based practice in evaluating appropriate functional assessment tools.

Advanced Clinical Practice VI: Manual Therapy – ATRN6201 – 1 credit hour: This course is designed to enhance the athletic training clinician's skills and knowledge in orthopedic manual therapy techniques. Emphasis will be placed on integration of current literature and evidence based practice concepts, as well as utilizing a patient response and function based model. Application of manual therapy techniques including proprioceptive neuromuscular facilitation, positional release therapy, joint mobilization, and neural mobilization techniques will be presented.

Advanced Clinical Practice VII: Soft Tissue Rehabilitation Techniques – ATRN6301 – 1 credit hour: This course will introduce the athletic trainer to current concepts of instrument assisted soft tissue mobilization. Physiologic tissue response, indications, contraindications, and rationales for use will be presented. Basic application techniques will be presented for the spine, upper, and lower extremities.

Advanced Clinical Practice VIII: Professional Development – ATRN6401 – 3 credit hours: This course is designed to develop a variety of professional development behaviors. Creation of Curricula Vitae, application cover letters, interview techniques, professional service, and continuing education processes will be presented.

Diagnosis and Management of Sport-Related Illnesses – ATRN6320 – 3 hours: This course is designed to enhance the athletic trainer's knowledge of the pathogenesis, pathology, and clinical manifestations of athletic illnesses that arise from or are a result of a person's participation in or preparation for games or sports, or participation in recreational activities or physical fitness activities. The course will also address other medical conditions that may present in athletes or individuals participating in recreational or physical fitness activities. It will also enhance their knowledge and awareness of the role of the pre-participation physical evaluation (PPE) in sports injury management.

Diagnosis of Orthopaedic and Sport-Related Injury – ATRN6310 – 5 credit hours: This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopedic and sport-related injuries to the upper and lower extremities, as well as the back and spine. Content is presented with an emphasis on integrating evidence-based practice principles to enhance the student's clinical decision-making skills in injury evaluation and diagnosis.

Evidence-Based Practice – ATRN7121 – 3 credit hours: This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP.

Human Anatomy I – HS510 – 4 credit hours: This course is a study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required.

Human Anatomy II – HS520 – 4 credit hours: This course is a study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required.

Methods of Data Analysis – HS532 – 3 credit hours: Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

Patient-Oriented Outcomes – ATRN7131 – 3 credit hours: Advanced Patient-Oriented Outcomes is designed to enhance the athletic trainer's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective clinical decision-making through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Opportunity to develop an outcomes study through creation of a clinical question in PICO format will be provided, and discussion of using practice-based research networks as means to conducting outcomes investigations will occur.participation evaluation of functional status and performance. A dynamic systems theory model will be utilized. Course objectives will be achieved through classroom lectures, presentations, lab activities, discussions, and assignments.

Quality Improvement and Patient Safety - ATRN7111 – 3 credit hours: This course is designed to enhance the athletic trainer's understanding of quality improvement at the service and provider levels. The content covered will include patient safety, fundamentals of quality improvement, measuring improvement, cost and value models, and the history of quality improvement in healthcare.

Research Methods and Design – HS522 – 3 credit hours: Development and application of graduate level knowledge and skills related to research methods in health sciences. Completion of this course will assist the student in the development and completion of a research proposal including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application.

Research Practicum I – ATRN5400 – 3 credit hours: This course is designed improve the athletic trainer's critical thinking skills and proficiency in research and/or creative activities. The course is intended to meet the criteria outlined by the CAATE Standards for the Accreditation of Post-Professional Athletic Training Degree Programs and fulfill the requirements of a research experience that includes both a written and hands-on component. The course is designed to deepen students' "theoretical understanding of the profession, enhance their critical thinking ability, increase their writing & speaking skills, and advance the knowledge of the discipline".

Research Practicum II – ATRN6400 – 3 credit hours: This course is designed improve the athletic trainer's critical thinking skills and proficiency in research and/or creative activities. The course is intended to meet the criteria outlined by the CAATE Standards for the Accreditation of Post-Professional Athletic Training Degree Programs and fulfill the requirements of a research experience that includes both a written and hands-on component. The course is designed to deepen students' "theoretical understanding of the profession, enhance their critical thinking ability, increase their writing & speaking skills, and advance the knowledge of the discipline" (PPEC Standards).

Traumatic Brain Injury in Sport – ATRN5310 – 3 credit hours: This course is designed to provide an in depth examination of current issues related to the recognition, assessment, and management of sport-related traumatic brain injuries. The course will cover topics related to brain anatomy and physiology, differential diagnosis of emergent neurological injuries, assessment techniques, return-to-play issues, return-to-learn, treatment options, and current recommendations.

Certificate in Clinical Decision Making in Athletic Training

The Graduate Certificate in Clinical Decision-Making in Athletic Training is an online program providing advanced instruction in evidence-based practice, clinical outcomes assessments, clinical informatics and technology, and epidemiology.

The purpose of the program is to prepare practicing athletic trainers and athletic training educators with the clinical practice and educational competencies in clinical decision-making skills that will enhance the quality and effectiveness of patient care.

Length of Program

The Certificate program consists of 4 courses that could be completed over a semester's time.

Admissions

Application Process

Students interested in the Graduate Certificate in Clinical Decision-Making in Athletic Training program, may use the online application available at http://www.atsu.edu/ashs/programs/athletic_training/index.htm. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Clinical Decision-Making in Athletic Training, 5850 E. Still Circle, Mesa, AZ 85206.

Application Deadline

Please contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu for more information regarding the application deadlines for the Certificate program.

Admission Requirements

Applicants for admission to the Graduate Certificate in Clinical Decision-Making in Athletic Training program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program or a minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale.
3. Candidates accepted for admission to the program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.
5. Applicants to the Certificate program must demonstrate Board of Certification (BOC) certification as an athletic trainer.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Curriculum

Upon completion of the Graduate Certificate in Clinical Decision-Making in Athletic Training program, students will be able to:

1. Practice and/or teach athletic training in a manner that integrates clinical experience, patient values, and the best available evidence
2. Employ and/or teach clinician-based and patient-based clinical outcome measures to determine the effectiveness of athletic training services
3. Use and/or teach healthcare informatics and technology to communicate, manage knowledge, mitigate error, and support decision-making in athletic training practice
4. Implement quality improvement initiatives into athletic training practice

Course Descriptions and Credit Values

Evidence-Based Practice – ATRN7120 – 3 credit hours: This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP.

Health Information Technology – ATRN7140 – 3 credit hours: The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology that may be useful throughout the clinical decision-making process. An understanding of informatics concepts and skills related to the use of technology has been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings, error detection, quality improvement, and improved patient outcomes.

Patient-Oriented Outcomes – ATRN7130 – 3 credit hours: Advanced Patient-Oriented Outcomes is designed to enhance the athletic trainer's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective clinical decision-making through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Opportunity to develop an outcomes study through creation of a clinical question in PICO format will be provided and discussion of using practice-based research networks as means to conducting outcomes investigations will occur.

Quality Improvement and Patient Safety – ATRN7110 – 3 credit hours: This course is designed to enhance the athletic trainer's understanding of quality improvement at the service and provider levels. The content covered will include patient safety, fundamentals of quality improvement, measuring improvement, cost and value models, and the history of quality improvement in healthcare.

Graduate Certificate in Orthopaedic Rehabilitation

The Graduate Certificate in Orthopedic Rehabilitation is an online Athletic Training program designed to provide advanced instruction in orthopedic basic science, surgical considerations for orthopedic rehabilitation, assessment of movement dysfunction, and corrective techniques for movement dysfunction.

The purpose of the Graduate Certificate in Orthopedic Rehabilitation is to provide advanced knowledge and skills in the field of orthopedic rehabilitation.

Length of Program

The Certificate program totals 12 credit hours over four courses. The program could be completed within a semester's time.

Admissions

Application Process

Students interested in the Graduate Certificate in Orthopaedic Rehabilitation program, may use the online application available at http://www.atsu.edu/ashs/programs/athletic_training/index.htm. Applicants can still call 480-219-6000 to be connected with a specific program for more information.

Written requests for applications should be sent to: Arizona School of Health Sciences, Attention: Graduate Certificate in Orthopaedic Rehabilitation, 5850 E. Still Circle, Mesa, AZ 85206.

Application Deadline

Please contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu for more information regarding the application deadlines for the Certificate program.

Admissions Requirements

Applicants for admission to the Graduate Certificate in Orthopedic Rehabilitation program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Candidates must have achieved a minimum 2.50 cumulative GPA (on a 4.0 scale) in their athletic training professional program.
3. Candidates accepted for admission to the graduate certificate program will have earned a bachelor's or higher degree prior to enrollment from a regionally accredited institution.
4. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.
5. Applicants to the Athletic Training program must demonstrate Board of Certification (BOC) certification as an athletic trainer and provide evidence of state licensure, certification, or registration where applicable.
6. Candidates must submit an application form.
7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
8. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Curriculum

Upon completion of the ATSU Graduate Certificate in Orthopedic Rehabilitation, students will be able to achieve the following outcomes:

1. Integrate the basic science of connective tissue healing (anatomy, physiology, morphology, histology, and biomechanics) into the management of musculoskeletal injuries.
2. Describe special considerations for the rehabilitation of patients following Orthopedic surgery of the upper and lower extremities.
3. Demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.
4. Demonstrate advanced knowledge and skills in rehabilitation of movement dysfunction through corrective exercise.

Course Descriptions and Credit Values

Assessment of Movement Dysfunction – ATRN7230 – 3 credit hours: This course introduces and explores normal fundamental patterns of human movement and advanced techniques for movement pattern assessment. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing the Dynamic Systems Theory and Tensegrity models, techniques for movement assessment will be outlined and discussed. This course provides the foundational knowledge for the subsequent Corrective Techniques for Movement Dysfunction course.

Corrective Techniques for Movement Dysfunction – ATRN7240 – 3 credit hours: This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neuro-developmental progression will be discussed. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught.

Foundations of Orthopedic Basic Science – ATRN7210 – 3 credit hours: This course is designed to enhance the athletic trainer's ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, articular cartilage, and bone will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. This course provides the orthopedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

Surgical Considerations for Orthopedic Rehabilitation – ATRN7220 – 3 credit hours: This course is designed to enhance the athletic trainer's knowledge and awareness of common orthopedic surgical techniques utilized in the practice of sports healthcare. Indications, contraindications, and general orthopedic surgical techniques will be presented. Tissue response to surgical intervention and post-surgical rehabilitation considerations and timelines will be emphasized.

Department of Audiology

Audiology is a dynamic and rapidly growing healthcare profession founded on the science of hearing and the study of auditory and vestibular processes. The department of audiology at A.T. Still University was established in 1999 as an independent department of audiology within a medical school and leading health sciences university to provide comprehensive audiology education and clinical training with a unique focus on whole-person healthcare, inter-professional collaborative practice and lifelong learning. Graduates are knowledgeable and skilled in the scientific foundations of anatomy, neuroanatomy, embryology, pharmacology, auditory science and evidence-based practice; the application of screening, diagnostic and treatment procedures pertaining to hearing and balance disorders for patients across the lifespan; and business management practices for a sustainable and rewarding career.

Programs offered through the Department of Audiology include the:

- Doctor of Audiology - residential
- [Transitional] Doctor of Audiology – online

Doctor of Audiology Program – residential

The Doctor of Audiology (AuD) entry-level program at ASHS is designed to prepare professionals to become skilled in a wide variety of diagnostic, rehabilitative, habilitative, and related areas of the profession and practice of audiology. The entry leval AuD program at ASHS incorporates basic science education with clinical education through a combination of on-campus classes, clinical rotations, and computer-based education. Graduates will be prepared to handle the extensive scope of audiologic care, including the diagnosis and management of auditory and/or vestibular system deficits for all ages, tinnitus management, hearing conservation, and neuro-audiologic examination, as well as the management and business aspects of audiology. Graduates of the program will be eligible for state licensure in audiology.

Length of Program

The entry-level, residential AuD degree program is a four-year post baccalaureate program that includes three years of didactic and laboratory course work and clinical experiences in addition to one year of full-time clinical rotations. Students are required to complete a minimum of 216 quarter-credit hours to obtain the residential AuD degree.

Admissions

Application Process

Applicants who are interested in the Doctor of Audiology program can locate an online application at http://www.atsu.edu/application/ashs/eaud/ or may contact Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237.

Application Deadline

Applicants for the Doctor of Audiology entry-level degree program should apply by February 1 to be included in the initial screening and selection process. All subsequent applications will be considered on a rolling admissions basis until remaining openings are filled.

Admission Requirements

Applicants for admission to the entry-level AuD program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have achieved an overall undergraduate grade point average of 2.70 or an overall grade point of 3.00 on a 4.0 scale in the final 60 semester hours of undergraduate study.
    a. Applicants must have achieved a grade point average of 2.50 on a 4.0 scale in undergraduate science courses.
3. Applicants will have earned a baccalaureate degree from an accredited undergraduate institution.
4. Candidates will have completed the following prerequisite coursework:
    a. Biology - (e.g., biology, microbiology, anatomy, physiology, histology, cell biology, genetics) Minimum of 3 semester/4 quarter hours
    b. English (e.g., composition, grammar, literature): Minimum of 6 semester/8 quarter hours
    c. Humanities (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language, history): Minimum of 6 semester/8 quarter hours
    d. College algebra or higher: Minimum of 3 semester/4 quarter hours
    e. Social sciences (e.g., general psychology, sociology, anthropology): Minimum of 9 semester/12 quarter hours
    f. Physical science (e.g., chemistry, physics, electronics, geology): Minimum of 3 semester/4 quarter hours.
5. Applicants are required to submit all official college or academic transcripts.

6. Students must obtain and maintain CPR certification. Verification must be submitted to ASHS prior to enrollment.
7. Applicants are required to submit complete and official scores for one of the following tests: Graduate Record Examination (GRE), Dental Aptitude Test (DAT), Optometry Aptitude Test (OAT), Medical College Admissions Test (MCAT), or Miller's Analogies Test (MAT). The GRE code for ASHS is 3743 (there is no department code).
    a. This requirement will be waived for those applicants who have earned a graduate degree from an accredited institution. Test scores are required and reviewed as part of the application process; however, there are no minimum or cut-off scores used for the test data.
8. Applicants must submit three letters of recommendation as specified in the application document. New letters of recommendation must be submitted for each application year.
9. Applicants must submit a personal resume following the guidelines in the application instructions.
10. ASHS and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
11. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
12. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Applicants who are considered potential candidates will be required to participate in an interview. Personal interviews conducted on-site are preferred; however, interviews also may be conducted by telephone or web-based format.

Transfer Credit

The entry-level AuD program will consider a transfer of credit for applicants in good standing from an accredited U.S. graduate school. Students may transfer up to 3 courses (9 quarter credit hours), unless otherwise specified in future articulation agreements. The applicant must be interviewed, accepted for admission, pay all appropriate fees, and submit the ATSU Application to Transfer Academic Credit prior to receiving transfer credit.

The decision whether or not to grant a transfer of credits is dependent on:

1. the content of the course,
2. the credit hours awarded for the course,
3. when the course was taken (no more than 7 years prior to the request to transfer),
4. what the course will replace within the program's curriculum, and
5. the grade received (letter grade "B" or better required).

Clinical clock hours are not transferable. Due to the program's prescribed and sequential nature, the transfer of course work credits will not result in an accelerated completion of the degree.

The Department Chair will review the Application to Transfer Academic Credit and make a determination within 30 days of receiving the completed application packet. If you have questions concerning this process, please contact the Department Chair.

Graduation Requirements

To earn a Doctor of Audiology degree, all students must:

1. Maintain a minimum overall GPA of 3.00 and a minimum cumulative GPA of 3.00 in clinical and research rotations.
2. Pass all courses with a passing grade ("C" or better, "P" for Pass/Fail courses) all prescribed courses for credit.

3. Meet all Knowledge and Skills Acquisition (KASA) proficiencies.
4. Complete satisfactorily second and third year comprehensive examinations.
5. Discharge all financial obligations to ATSU

Curriculum

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Acquired Auditory-Vestibular Disorders
- Acquisition and Development of Communicative Skills
- Amplification I
- Anatomy and Physiology of the Auditory-Vestibular System
- Auditory Science
- Audiological Observation I-III
- Audiology Grand Rounds
- Communication Methodology for Hearing Impaired Children
- Embryology and Genetic Conditions
- Essentials of Audiology I
- Essentials of Audiology II
- Human Anatomy I
- Infection Control and Cerumen Management
- Neurology
- Otoacoustic Emissions
- Pharmacology & Ototoxicity
- Professional Roles and Responsibilities
- Speech Perception

Year 2

- Amplification II
- Amplification III
- Audiological Rehabilitation for Adults
- Auditory Grand Rounds
- Auditory Evoked Responses
- Auditory Processing Disorders I&II
- Clinical Module I - II
- Clinical Rotation I - IV
- Counseling in Audiology
- Manual Communication I
- Manual Communication II (Elective)
- Methods of Data Analysis
- Occupational and Environmental Hearing Conservation
- Pediatric Audiology
- Practice Development I
- Research Methods and Design
- Second Year Comprehensive Examination
- Tinnitus, Hyperacusis & Misophonia: Evaluation and Treatment
- Vestibular Assessment & Treatment II

Year 3

- Advances in Audiologic Care
- Amplification IV
- Audiology Grand Rounds
- Basic Principles of Medical Imaging
- Clinical Module III - IV
- Clinical Rotation V - VIII
- Early Hearing Detection and Intervention
- Educational Audiology
- Ethics in Audiology
- Hearing Loss & Healthy Aging
- Practice Development II
- Speech and Language Disorders in Adults (Bridge Course*)
- Third Year Comprehensive Examination
- Vestibular Assessment & Treatment I

Year 4

- Audiology Grand Rounds
- Clinical Rotation IX - XII
- Professionalism and Leadership
- Speech and Language Disorders in Children (Bridge Course*)

* Bridge Courses are required for students who have 6 quarter hours of didactic coursework in the areas of speech and language disorders for adults and children shown on previous transcripts. The student will be required to enroll in one or both of the Bridge Courses to meet minimum credit hours, as specified in certain state licensure requirements. These courses may be taken by other students as electives.

Course Descriptions and Credit Values

Acquired Auditory-Vestibular Disorders - AUD533 – 3 credit hours: This course provides a study of acquired peripheral and central pathologies affecting the auditory and vestibular systems. Disorders of the conductive, sensory and neural systems will be covered in depth with details provided on diagnosis, etiologies, signs and symptoms, related findings and treatment options. Emphasis will be placed on understanding the relation between pathophysiologic factors, test measures, test outcomes and function-dysfunction.

Acquisition and Development of Communicative Skills – AUD510 – 3 credit hours: This course is designed to introduce students to normal acquisition and development of communication skills and to the impact of hearing loss on these skills. An introduction to disorders of communication will enable students to identify speech, language, voice and fluency concerns and determine appropriate referrals, within the audiologist's scope of practice.

Advances in Audiologic Care - AUD722 – 2 credit hours: This seminar will present current trends and topics that are important to the practice and profession of audiology.

Amplification I - AUD545 – 4 credit hours: This course will cover the history of hearing aids in the healthcare market. Past and current hearing aid styles, components, acoustics and measurement characteristics will be discussed. Skills will be gained in taking earmold impressions; performing cleaning, maintenance and adjustments on hearing aids; and modifying hearing aids and earmolds. Information will also be provided regarding patient assessment measures used to aid in appropriate hearing aid selection and verification, as well as how to provide basic hearing aid recommendations to patients. Includes laboratory requirement.

Amplification II – AUD615 – 4 credit hours: This course will cover selection, fitting, and adjustment of hearing aids. Topics will include patient counseling, hearing aid selection and orientation, hearing aid fitting and verification measures, as well as ordering, billing, and ethics. The course focus will be on understanding and utilization of state-of-the art technology. The laboratory portion of this course will focus on a range of manufacturers and technology

options, pre and post fit testing measures and scales, as well as counseling and programming skills. Includes laboratory requirement.

Amplification III - AUD645 – 4 credit hours: The purpose of this class is to review with students the auditory system as it applies to implantable devices; medical and audiologic indications for implantable hearing devices for adults and children; and the rationale and principles behind implantable hearing devices. In addition, students will spend time learning about outcomes with the different devices and rehabilitation options for recipients. Students will be familiar with the coding and reimbursement issues as they pertain to implantable devices. Includes laboratory requirement (4 credits)

Amplification IV - AUD725 – 2 credit hours: This course provides an in depth look at assistive listening and alerting technology to assist deaf and hard of hearing individuals in the home, school and community. We will explore a variety of levels at which the audiologist may elect to address assistive technology. Topics will include relevant legislation, system characteristics, selection and evaluation of devices and application to various populations. Students will be expected to complete actual use of multiple assistive listening devices and submit a laboratory report on each device. Includes laboratory requirement.

Anatomy and Physiology of the Auditory-Vestibular System - AUD521 – 4 credit hours: A study of the structure and function of the auditory-vestibular system. The course will focus on the peripheral auditory and vestibular pathway including the external ear, middle ear, inner ear, and VIIIth Cranial Nerve.

Auditory Evoked Responses and Neurodiagnostics I - AUD616--4 credit hours: This course will cover the normal aspects, recording parameters, test procedures, and interpretation of the auditory evoked response. Specific topics in this course will include electrocochleography, the auditory brainstem response and Auditory Steady State Response. Also included will be an in-depth study of pathologies of the retrocochlear system. Includes laboratory requirement.

Audiological Observation I-III - AUD518, AUD528, and AUD558 – 1 credit hour each: Guided observations of audiologic activities. Students observe preparations for and administration of clinical evaluations and treatment. Limited hands on experience may be included.

Audiological Rehabilitation for Adults - AUD621 – 3 credit hours: Topics include rehabilitation evaluation and use of self-assessment instruments; teaching the patient and family listening and helping skills, as well as other methods to enhance communication and sound awareness through individual or group communication; and meeting the rehabilitative needs of the aging population.

Audiology Grand Rounds - AUD911-913, AUD921-923, AUD931-933, and AUD941-943 – 0 credit hours: Audiology Grand Rounds are held during the Fall, Winter and Spring quarters. This provides a weekly forum for clinical presentations by students, lectures and panel discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical observation and rotation experiences and the profession of audiology. These courses are pass/fail.

Auditory Processing Disorders I - AUD626 – 4 credit hours: The purpose of this course is to review basic anatomy and physiology of the auditory system as it pertains to auditory processing, to enable students to understand the theories and research on auditory processing, and to familiarize students with behavioral tests used to assess auditory processing and its related disorders. Current information regarding management of individuals with (C)APD will also be presented. Includes laboratory requirement.

Auditory Evoked Responses and Neurodiagnostics II - AUD636 – 4 credit hours: This course is the second of a two-course sequence on auditory evoked responses (AERs). The purpose of this course is to review the anatomy and physiology of the auditory system as it pertains to cortical evoked responses and to familiarize students with basic and applied information regarding middle and late AERs. Students will engage in case-based learning and journal club activities to integrate information obtained from AERs and other patient data related to a wide range of disorders involving attention, (central) auditory processing, speech perception, memory and cognition . Intraoperative neurophysiologic monitoring (IONM) techniques, and other specialized evoked responses, will also be presented. Includes laboratory requirement.

Auditory Science - AUD514 – 5 credit hours: A study of the physical nature of sound and the human psychological response to auditory stimulation. Topics include acoustic analysis from simple harmonic motion to complex waves; sensitivity; pitch, loudness and temporal perception; masking; and binaural hearing.

Basic Principles of Medical Imaging - AUD710 – 2 credit hours: This course is designed to illustrate the uses of imaging techniques in the evaluation of auditory and vestibular pathology. The techniques of radiography, CT, MRI, fMRI, nuclear medicine (including PET & SPECT scanning), vascular imaging, and EEG's will be covered with direct correlations made to the auditory-vestibular system.

Clinical Module I-II - AUD619 and AUD629 – 1 credit hour each: This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands-on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures. These courses are pass/fail.

Clinical Module III-IV - AUD719 and AUD729 – 1 credit hour each: This two-course sequence is designed to provide students with opportunities to review and practice clinical procedures covered in previous and concurrent applied courses. Hands on practice experiences are provided in a laboratory environment under faculty supervision and mentorship with a focus on the integration of diagnostic and treatment measures. These courses are pass/fail.

Clinical Rotation I-IV - AUD618, AUD628, AUD638, and AUD648 – 2 credit hours each: Direct clinical observation and participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

Clinical Rotation V-VIII - AUD718, AUD728, AUD738, and AUD748 – 6 credit hours each: Direct clinical participation in aspects of audiological practice. Students will be expected to integrate foundational knowledge and skills into the evaluation and treatment of patients.

Clinical Rotation IX-XII - AUD819, AUD829, AUD839, and AUD849 – 12 credit hours each: Full time clinical rotations providing the student opportunities to participate in direct patient care within the scope of practice of audiology. Students will be involved in diagnostic evaluations, patient management and routine duties within audiology practices to expand and refine clinical skills, professional interactions and knowledge of practice management.

Communication Methodology for Hearing Impaired Children - AUD530 – 2 credit hours: This course is designed to introduce students to a range of communication options available to individuals who are deaf or hard-of-hearing. These communication options include Oral, Cued Speech, Total Communication, and Bilingual-Bicultural, with variations within each category. Reasons that families choose specific communication systems, and the relative strengths and weaknesses of the various systems will be addressed. Aural rehabilitation approaches and methodologies will be covered with a focus on therapeutic aspects. Students will develop aural rehabilitation lessons appropriate to a range of students and auditory abilities.

Counseling in Audiology - AUD611 – 3 credit hours: This course is designed to introduce students to the fundamental principles, contemporary theories, and applied techniques of the counseling process. Special emphasis will be placed on communication skills and techniques and issues and practices related to the psychosocial effects of hearing loss on individuals of all ages and their families. The role of counseling across the scope of audiologic practice, including diagnostic and rehabilitative activities, will be discussed.

Early Hearing Detection and Intervention - AUD834 – 3 credit hours: This course provides a comprehensive introduction to the role of the audiologist in Early Hearing Detection and Intervention (EHDI) programs. Topics include: legislative mandates; organization, design, administration and evaluation of EHDI programs; the importance of follow-up; data management and tracking; early intervention for infants and their families; transition to the educational system; and the medical home; as well as a comprehensive review of current literature related to newborn hearing screening, diagnosis, amplification and early intervention. Special emphasis will be placed on outcome measures used to assess the efficacy and effectiveness of the EHDI programs.

Educational Audiology - AUD711 – 3 credit hours: This course will cover the role of audiologists in educational settings. Educational audiology has become recognized as a specialty area in our profession, since the responsibilities of an educational audiologist differ significantly from those of audiologists in many other clinical settings. Educational audiologists have the opportunity to make a significant contribution to the quality of educational life for children. Legislative mandates have increased the availability of educational audiology services in the schools, but the number of educational audiologists is still insufficient to provide the level of services our children deserve. Clinical and educational audiologists must understand each other's roles and work cooperatively to help address the communication needs of children. At the conclusion of this course students will have a better understanding of the role of the educational audiologist, an appreciation of how educational audiology relates to whole person healthcare, and perhaps an interest in pursuing an educational audiology role in future career planning. Course topics will include the identification, assessment and management of hearing loss related to the educational setting

Embryology and Genetic Conditions - AUD531 – 3 credit hours: This course covers embryologic development with emphasis on normal and abnormal or interrupted development. Genetic concepts and terminology will be covered together with information regarding the association of certain organ systems with audiovestibular system impairments. Material will also include information regarding genetic testing, genetic counseling, and the audiologist's role and responsibilities in identifying and managing these conditions.

Essentials of Audiology I - AUD524 – 4 credit hours: The first of a two-course sequence covering basic audiometric tests and procedures. Topics will include case history, otoscopy, behavioral threshold testing, masking, speech audiometry, and puretone screening for school-age children and adults. Includes laboratory requirement.

Essentials of Audiology II - AUD534 – 5 credit hours: The second of a two-course sequence covering basic audiometric tests and procedures. Topics will include immittance audiometry, cochlear and retrocochlear site-of-lesion tests, tests for pseudohypacusis, and techniques for measuring audiometric test performance. The course will also review instrument calibration standards and procedures utilized in the practice of audiology. Includes laboratory requirement.

Ethics in Audiology - AUD743 – 3 credit hours: Ethics is the branch of philosophy that deals with the study and evaluation of human conduct in light of moral principles, which may be viewed as the individual's standard of conduct, or as a body of social obligations and duties (Institute of Chiropractic Ethics.) Audiology, in its transition to a doctoring profession, is faced with redefining many ethical principles to reflect current state of the art and clinical practice realities. Ethical obligations may not reflect personal beliefs, but audiologists have a professional obligation to be responsible for, and abide by, the ethical standards of the associations and organizations to which they belong. ASHA, AAA, ADA and other professional organizations have adopted codes of ethics that set forth standards of integrity and ethical principles for their members. The codes call for certain behaviors in specific situations, but cannot be expected to cover every situation that calls for ethical behavior. In this class, we will examine the "spirit" of the codes as well as the "letter," and establish a framework for ethical decision making. Multicultural aspects of patient care and issues related to disparities in healthcare will also be presented.

Hearing Loss and Aging – AUD734 – 2 credit hours: This course is designed to address issues concerning the effect of aging on hearing. Changes in the auditory system as a function of aging and its impact on the function of the auditory system will be presented. The course will also provide information on management of hearing loss in the aged population. *(2 credits)*

Human Anatomy I– HS510 – 4 credit hours: A study of the human torso and cranial vault with emphasis on body systems, including the musculoskeletal, neurological, digestive, cardiopulmonary and endocrine systems. Prosected human cadaver laboratory is required.

Infection Control and Cerumen Management - AUD523 – 2 credit hours: This course will cover the basic principles of microbiology. The student will learn how infections spread and appropriate infection control procedures for audiologists including the cleaning of tools and instruments. In addition, cerumen management methodologies, equipment, indications and contraindications, and state and federal agencies and their regulations will be covered. Includes laboratory requirement.

Manual Communication I - AUD620 – 1 credit hour: This course will provide a focus on improving communication abilities and utilizing varying strategies to enhance receptive and expressive clinical information. A history of manual communication systems including American Sign Language will be examined and demonstrated through Total Communication. Students will be exposed to the history and culture of the deaf community, and how this special population can best be served in their clinical practice. Students will gain experience in receptive and expressive fingerspelling and signs of medical terminology. Additionally, students will be asked to reflect upon several articles, and a novel providing insight into the role of the deaf community.

Methods of Data Analysis – HS532 – 3 credit hours: Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

Neurology - AUD520 – 4 credit hours: A study of the development, structure and function of the central and peripheral nervous systems, including the autonomic nervous system. Blood supply, sensory and motor system pathways, pain mechanisms, receptors, reflex pathways and consequences of lesions of the nervous system at various levels are also discussed. Includes laboratory requirement.

Occupational and Environmental Hearing Conservation - AUD644 – 4 credit hours: This course is designed to introduce you to the principles and practices of occupational, educational and environmental hearing conservation. Topics will include determination of noise exposure, regulatory and advisory agencies and standards, classroom acoustics, hearing conservation programs in occupational and school settings, noise abatement, and hearing protection devices. The course will also include an overview of the principles and practices of forensic audiology. Includes laboratory requirement.

Otoacoustic Emissions - AUD546 – 3 credit hours: A study of the origin and classification of otoacoustic emissions (OAEs), as well as test equipment and procedures for obtaining OAEs. Interpretation of results and uses of OAE data in screening and differential diagnosis of auditory disorders. Instrumentation and testing procedures will be covered in the laboratory segment of this course. Includes laboratory requirement.

Pediatric Audiology – AUD614 – 4 credit hours: The purpose of this course is to further familiarize students with the basic anatomy and physiology of the auditory system, auditory development, the rationale and principles behind the assessment of hearing in pediatric patients, and the most current and precise testing techniques (behavioral and physiological) for this population. In addition, students will become familiar with the medical aspects of hearing loss (disorders) and learn about educational opportunities for the child with a hearing impairment. Students will also become familiar with common fitting techniques in pediatric amplification. Includes laboratory requirement.

Pharmacology & Ototoxicity - AUD532 – 3 credit hours: This course is designed to introduce audiology students to the basic concepts and principles of pharmacology. An overview of drug development, drug regulations and basic drug classifications will be provided. In depth information will be presented regarding drugs used in the diagnosis and treatment of hearing and balance disorders, drugs which affect the function of the auditory and vestibular systems, and the concept of polypharmacy. The course also covers ototoxicity (cochleotoxicity, vestibulotoxity and neurotoxicity) and otototoxic monitoring. Students will gain an appreciation for the role of audiologists related to understanding patients' needs, behaviors, and clinical outcomes associated with medication use, as appropriate for a professional committed to whole person healthcare.

Practice Development I - AUD633 – 3 credit hours: This course is designed to introduce the students to the business and regulatory environment in which they will eventually practice. The topics covered include business functions, the regulation of healthcare finance and quality, and the current landscape of healthcare in the United States.

Practice Development II - AUD723 – 3 credit hours: This course will examine the various aspects of planning a business and key business functions. The topics will include a general overview of business planning, discussion of the different business structures, various concepts in business law, specifics in costs for owning a business and discussion of the feasibility of starting a private practice in today's healthcare system.

Professional Roles and Responsibilities - AUD513 – 1 credit hour: This class is designed to introduce students to the professional roles and responsibilities of an audiologist, as well as other members of the healthcare delivery team. With current emphasis on team delivery of healthcare services, it is important that students understand the interrelationship of the various healthcare professions in total patient care. Particular emphasis will be placed on those health professions that are educated at the various schools of A.T. Still University, including the history and philosophy of osteopathic medicine. Audiology, as a profession, will be studied in some detail. Students will learn the history of audiology and its evolution to a doctoral level profession. Scope of practice, ethics, certification, licensure, and specialty areas will be studied. Contemporary professional practice issues will be discussed by guest speakers in several specialty areas.

Professionalism and Leadership - AUD813 – 2 credit hours: This module is will provide a forum for discussion of the organization and function of professional associations, activities which serve the professional community, and service to the public. Leadership concepts and professional characteristics will also be discussed. (This course may be delivered via web-based technology.)

Research Methods and Design – HS522 – 3 credit hours: This course will focus on the development and application of graduate level knowledge and skills related to research methods in health sciences. Skills regarding the development of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application are integral components of this course

Speech Perception - AUD535 – 3 credit hours: An overview of the acoustics of speech and topics related to speech perception. Areas of study include normative, articulatory, and acoustic phonetics; methods of the acoustic analysis of speech; models and theories of speech perception, and multimodal processing of speech. Includes laboratory requirement.

Tinnitus, Hyperacusis & Misophonia: Evaluation and Treatment - AUD624 – 3 credit hours: This course is designed to introduce students to tinnitus, hyperacusis, and misophonia. Various theories about the causes, mechanisms, and treatments will be addressed during class time discussions. Assessment tools will be covered and discussed. Includes laboratory requirement.

Vestibular Assessment and Treatment I - AUD637 – 4 credit hours: This course is designed to provide students with knowledge of the anatomy and physiology of the peripheral and central vestibular systems, as well as an overview of human equilibrium systems. This course will also provide students with a comprehensive overview of vestibular assessment and evaluation procedures as well as vestibular rehabilitation protocols and procedures. Students will learn how to perform a vestibular evaluation and perform certain vestibular rehabilitation procedures. Includes laboratory requirement.

Vestibular Assessment & Treatment II - AUD717 – 3 credit hours: The purpose of this class is to expand on the foundation of the anatomy, physiology, pathology and diagnostic evaluation of the balance system within the scope of practice of an audiologist. Students will be able to perform Electronystagmography and Videonystagmography (ENG/VNG) upon successful completion of this course. They will have an understanding of Computerize Dynamic Posturography (CDP) and Whole Body Rotational Testing (WBRT). The students will have a scientific and clinical background of vestibular rehabilitation. The students will have the ability to identify and triage patients with vestibular disorders into appropriate therapy programs. Students will be instructed on the correct administration of VRT protocols and accurate evaluation of treatment efficacy. Includes laboratory requirement.

Bridge Courses

Speech and Language Disorders in Children - AUD822- 3 credit hours: This course is designed to cover the theory and techniques for the diagnosis and treatment of speech and language disorders in children from preschool through school-age. Students will learn typical and atypical patterns of speech and language development. Students will be introduced to specific assessment methods, as well as specific intervention methods. (This course may be delivered via web-based technology.)

Speech and Language Disorders in Adults - AUD730 – 3 credit hours: This course is designed to cover the theory and techniques for the differential diagnosis and treatment of speech and language disorders in adults. Students will learn to administer and interpret common diagnostic tests; they will learn to use the assessment data to complete a written assessment report. Students will learn about treatment approaches for various communicative disorders. Topics to be included are assessments, treatments, articulation, fluency, traumatic brain injuries, aphasia, dysarthria, apraxia, dysphagia, voice disorders, and other neurological disorders such as Parkinson's. (This course may be delivered via web-based technology.)

Elective Courses

Manual Communication II - AUD640 – 1 credit hour: This elective will cover vocabulary and sentence building in American Sign Language and expand knowledge of general deaf culture for the purpose of improving general Deaf patient interactions, conversations, and taking case histories.

Other Departmental Course Descriptions

2nd Year Comprehensive Examination - AUD697 - 0 credit hours: This course is graded as pass/fail.

2nd Year Comprehensive Examination Remediation - AUD698 - 0 credit hours: This course is graded as pass/fail.

2nd Year Comprehensive Examination Retest - AUD699 – 0 credit hours: This course is graded as pass/fail. Prerequisite: Successful completion of AUD698.

3rd Year Comprehensive Examination - AUD797 - 0 credit hours: This course is graded as pass/fail.

3rd Year Comprehensive Examination Remediation - AUD798 - 0 credit hours: This course is graded as pass/fail.

3rd Year Comprehensive Examination Retest - AUD799 – 0 credit hours: This course is graded as pass/fail. Prerequisite: Successful completion of AUD798.

Independent Project - AUD600 – 1-6 credit hours: An in-depth, individual study of a specific topic under the direction of a faculty mentor. Prerequisite: Permission of instructor and department chair.

Doctor of Audiology – Transitional – online

A.T. Still University's Transitional Audiology Program is a post-professional program that offers the Doctor of Audiology (AuD) degree online and is uniquely tailored to each audiologist's experiences and needs. This program design offers the most personally relevant and rewarding route for current practitioners to pursue the AuD degree, making a difference in their future, the future of their patients, and the future of the profession of audiology.

Length of Program

The average length of completion for the transitional Doctor of Audiology degree program is 2 - 3 years. The program is comprised of 67 credits. The number of courses needed to achieve the minimum 67 credits varies as each degree plan is customized to the student's needs. Advanced credit may be awarded and shorten the length of time needed.

Admissions

Application Process

Applicants who are interested in the transitional Doctor of Audiology online program can locate an online application at https://www.atsu.edu/application/ashs/taud/default.asp or may contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu.

Application Deadline

Applications for the Doctor of Audiology (AuD) transitional degree program may be submitted at any time during the academic year and will be processed on a rolling admissions basis. Applications will be processed routinely to ensure that all class openings are filled for the beginning of each quarter. Quarterly start dates for the AuD transitional degree program are March, June, September, and December of each year.

Admission Requirements

Applicants for admission to the Doctor of Audiology transitional degree program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. A minimum graduate program GPA of 2.70 on a 4.0 scale. The undergraduate GPA will be included in the GPA calculation for applicants whose transcripts are from countries where the undergraduate degree is the degree in audiology and the master's degree is not required to practice;
3. Applicants will have earned a master's or doctoral degree in audiology from a regionally accredited college or institution.
    a. Master's degree equivalency as demonstrated through state licensure in audiology or verification of the Certificate of Clinical Competence in Audiology (CCC-A) is also accepted.
4. Applicants are required to submit all official college or academic transcripts prior to matriculation.
5. Applicants must present official documentation of a current audiology licensure, CCC-A, Board Certification in Audiology by the American Board of Audiology (ABA), or Aud-C (in Canada).
    a. If licensure and/or certification were held in the past, but are not currently active, applicants must submit official documentation of previous licensure and/or certification.
    b. If the licensure or certification agency does not send paper verification forms, the applicant must provide a website URL for verification of previous licensure or certification.
    c. For applicants who practice outside of the United States or Canada, the applicant must provide official documentation of regulatory certification or registration to practice audiology that is held by the applicant, and the applicant's credentials will be evaluated on a case-by-case basis.
    d. Individuals are not eligible to enroll in the program if their license, certification or registration is currently revoked or suspended.
6. At least four years of full-time employment in audiology or its part-time equivalent of 5760 hours.
    a. Experience gained during the Clinical Fellowship Year does count toward the 5760 hours.

b. If an applicant is not currently licensed or certified and has not been engaged in the profession of audiology in the past 5 years, it is mandatory that the academic plan include 24 credits of coursework.
c. Individuals who have not held an audiology license or certification and who have not been engaged in the profession of audiology within the last 10 years are not eligible for the Doctor of Audiology Transitional degree program.

7. Official profile scores from the Evaluation of Practicing Audiologists Capabilities (EPAC). An official report of EPAC results must be forwarded to the Admissions Processing Center from the EPAC evaluator's office. For an EPAC application or profile of results, contact Credentialing Services at 309. 343.1202 or go to www.audfound.org to order the EPAC application.
8. A personal resume following the guidelines published in the application packet.
9. Two references from audiologists or healthcare professionals familiar with the applicant's clinical and professional experience. Letters of reference must be submitted for each application year.
10. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
11. Computer literacy and experience in word processing and Internet use. All curricula require extensive computer usage.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

International Student Admission

International applicants are eligible to apply but must show proof of certification or a license to practice audiology that is equivalent to licensure in the United States.

Applicants who are considered potential candidates will be required to participate in a telephone interview.

If an applicant is not granted admission, upon consideration of a completed application file, new materials, reference letters, and fees must be submitted in order to reapply at a later date and to demonstrate additional qualifications.

Graduation Requirements

To earn the Doctor of Audiology degree in the transitional option, all students must:

1. Complete all prescribed and elected didactic courses
2. Pass all courses with a minimum grade of 'C' and an overall GPA of 3.0 on a 4.0 scale
3. Discharge all financial obligations to ATSU
4. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
5. Ensure that the mailing address in the CampusNexus Student Portal is current. This is the address where the diploma will be mailed.
6. Attending commencement is not required but highly recommended.

Curriculum

These exceptional courses in the doctor of audiology curriculum will provide students with the advanced knowledge, skills, insights and techniques consistent with what makes A.T. Still University a preeminent learning-centered institution. Please note that each student has an individualized academic degree plan so students do not take every course listed below.

Modules of instruction used for the online audiology degree allow specific areas of knowledge and clinical practice to be defined and presented in concise units. Each module is four to eight weeks (indicated in parentheses following the description). Credits assigned to audiology modules are one quarter credit hour for a four-week module, and two quarter credit hours for an eight-week module. Course descriptions, course durations, and related information are subject to change.

Course Descriptions and Credit Values

Immittance - AUD736 – 1 credit hour: Acoustic immittance measures provide noninvasive evidence of the normalcy of the middle ear system and evidence of pathology, which may require medical intervention. Multifrequency and multicomponent tympanometry are useful tools for identifying mass or stiffness dominated systems that are consistent with pathology. The Advanced Tympanometry module provides a study of tympanometric measures for use in the assessment of tympanic membrane abnormalities, ossicular chain pathology, otitis media, neonatal hearing assessment, and aging of the middle ear system. The goal of this module is to provide the advanced clinical audiologist with knowledge and skills to pursue additional audiologic information through the use of multifrequency tympanometry, multicomponent tympanometry, acoustic reflexes and acoustic reflex decay for the diagnosis and rehabilitation of their patients. (4 weeks)

Advanced Auditory Evoked Potentials - AUD746 – 2 credit hours: Peripheral and cortical auditory evoked potentials are useful tools in assessing auditory processing beyond the estimation of hearing sensitivity. The Advanced Auditory Evoked Potential module provides a study of clinical tools for use in the differential diagnosis of cochlear vs. neural function, a diagnostic test battery for auditory neuropathy, and current uses of ASSRs and cortical potentials in the investigation of sensorineural hearing loss, auditory processing disorders, and aging. The primary goal of this module is to provide the advanced clinical audiologist with knowledge and skills to pursue additional audiologic information through the use of auditory evoked potentials (AEPs) for the diagnosis and rehabilitation of their patients. The secondary goal is to introduce AEP applications that have clinical utility, but are at present used primarily for auditory research purposes. Access to evoked potential equipment is highly recommended but not required for this course. (8 weeks)

Advanced Hearing Aid Technology - AUD771 – 2 credit hours: This course is designed to enable audiologists to be conversant in current hearing aid technology, focusing on the chief components that are responsible for understanding hearing aids and their use. A solid knowledge base of hearing aids and their development will be built by relating historical perspectives to current trends in amplification. The focus is on understanding essential major hearing aid developments and how they relate to current fitting approaches. Content may change as developments dictate. (8 weeks)

Advanced Vestibular Evaluation Procedures - AUD833 – 2 credit hours: This module is designed to provide students with an understanding of specialized and advanced vestibular diagnostic tools. Topics will be focused on rotary chair testing, computerized dynamic posturography, VEMP, subjective visual vertical testing, correlation of results with ENG/VNG, and common errors in interpretation. Case studies will be utilized to provide an enhanced, "real world" learning experience. (8 weeks)

Assessment and Management of (Central) Auditory Processing Disorders-(C)APD - AUD751 – 2 credit hours: Assessment of (central) auditory processing (AP) and identification of auditory processing disorder (APD) in children and adults is a systematic and multidisciplinary process. The assessment process includes the use of case history, questionnaires and observation forms, behavioral speech audiometric tests, electroacoustic, and electrophysiologic tests. Prerequisites to the course include a basic understanding of the anatomy and physiology of the central auditory nervous system (CANS) and electrophysiologic test procedures. This module is designed to provide students with an understanding of the auditory processing assessment process, with primary emphasis on the pediatric population. (8 weeks)

Assistive Listening Devices - AUD767 – 2 credit hours: This course is intended to provide students with the background and tools necessary to service the Hearing Assistance Technology needs of deaf and hard of hearing individuals. The class will explore a variety of levels at which the audiologist may wish to provide these services. (8 weeks)

Audiological Management in Heritable Syndromes - AUD782 – 2 credit hours: This course covers the wide diversity of genetic syndromes wherein hearing loss and/or aberrant audiovestibular system (AVS) function is involved, including those conditions in which audiovestibular compromise may not be the primary or most obvious stigmata. Review of basic inheritance patterns, (elementary genetics) including Mendelian transmission together with pertinent embryology is covered. Current genetic concepts and terminology are provided together with discussion of certain

organ systems' association with audiovestibular system impairments/deficits. Further material includes appropriate professional language in syndromology and audiology, insights for expanding professional patient bases and the need to utilize our audiovestibular probes to best highlight the audiovestibular deficits seen in conjunction with the patient's particular syndrome. (8 weeks)

Auditory and Vestibular Neuroanatomy and Neurophysiology - AUD702 – 2 credit hours: The foundations of audiologic diagnostic and therapeutic measures are based upon an understanding of the anatomy and physiology of the nervous system. This module provides a study of the development of the nervous system, the structure and function of the peripheral nervous system and the central nervous system, neurovasculature, and in depth coverage of the audiovestibular system. (8 weeks)

Auditory/Vestibular Pathologies - AUD800 – 2 credit hours: Detailed coverage of auditory and vestibular pathologies and their relation to structure and function. Case studies are used to show audiologic patterns associated with various disorders. Includes coverage of the basic otologic/medical evaluation and surgical and medical treatments of auditory/vestibular conditions. (8 weeks)

Cochlear Implants - AUD780 – 2 credit hours: This course is intended to be an introduction to cochlear implants. The individual completing the course will not be prepared to program or troubleshoot any device nor will they be a "cochlear implant audiologist." Our goal is to provide a level of knowledge to audiologist to enable the student to provide initial counseling to prospective implant patients and make better referrals to cochlear implant centers. On completion of the course, the individual should have knowledge of what a cochlear implant is, candidacy and evaluation issues including medical, audiological, and (re)habilitative aspects, postoperative follow-up including programming, communication options and outcomes as well as the current and future trends. While it is expected that this course will impart a tremendous degree of knowledge upon the students, completing this course is not sufficient for expertise in cochlear implants. (8 weeks)

Counseling and Aural Rehabilitation - AUD820 – 2 credit hours: This module is designed to introduce students to the fundamental principles, contemporary theories, and applied techniques of the counseling process. Special emphasis will be placed on issues and practices related to the effects of hearing loss on individuals of all ages and their families. The role of counseling across the scope of audiologic practice, including diagnostic and rehabilitative activities will be discussed. (8 weeks)

Early Hearing Detection and Intervention - AUD824 – 1 credit hour: This course provides a comprehensive introduction to the role of the audiologist in Early Hearing Detection and Intervention (EHDI) programs. Special emphasis will be placed on the importance of audiological involvement in all organizational and administrative aspects of such programs. Topics include: legislative mandates, screening protocols and procedures, organization and administration of EHDI programs, data management and tracking, program evaluation and quality improvement. Students enrolling in this class should have a good understanding of ABR and OAE procedures. (4 weeks)

Educational Audiology - AUD825 – 2 credit hours: Educational audiology has become recognized as a specialty area in our profession, since the responsibilities of an educational audiologist differ significantly from those of a clinical audiologist. Like the clinical audiologist, the educational audiologist must be familiar with terminology and concepts related to the screening, diagnosis and remediation of hearing loss. Unlike the clinical audiologist, however, the educational audiologist must be prepared to deal with overwhelming numbers of children with diverse needs, usually with insufficient support, equipment, money and staff to deal with those needs. Legislative mandates have increased the need for educational audiology services in the schools, but the number of educational audiologists is still not sufficient to provide the level of services our children deserve. Increasingly, audiologists are being approached to provide contractual services to local school districts. At the conclusion of this course you will have a better understanding of the role of the educational audiologist and perhaps be interested in considering educational audiology as a component of your practice. (8 weeks)

Health Informatics for Audiology - AUD815 – 1 credit hour: This module will provide an introduction to the online learning system used for the academic program as well as valuable information about the use of computer technology for lifelong learning and in your office. Topics will include an orientation to navigating and using tools in

the online courses, computer basics, a helpful PowerPoint tutorial and more. Essential student links and instructions will be provided to assist students throughout their online programs. (4 weeks)

Real Ear Measures - AUD763 – 2 credit hours: This module is designed to introduce students to hearing aid measurement science, various hearing aid measures and methods for verifying appropriate hearing aid fittings. The topics include a basic primer on real ear measurements and tests to be performed in a hearing instrument test box. Skills and knowledge will be gained which will be essential in the validation and verification of hearing aid fittings, as well as hearing aid troubleshooting. This course explores the science and the art of fitting amplification on hearing impaired individuals with the goal of achieving acceptance of amplification by the patients we serve. (8 weeks)

Hearing Loss and Healthy Aging – AUD890 – 2 credit hours: This module is designed to address issues concerning the effects of aging on hearing. Changes in the auditory system as a function of aging, the impact on patient function, and healthy aging will be emphasized. The module will provide information on management of hearing loss in the aged population and strategies for collaborating with stakeholders to increase referrals for hearing health care. It also includes a review of contemporary research on this topic (8 weeks/2 credits).

Infection Control - AUD726 – 1 credit hour: This course will cover in-office infection control procedures for audiologists, covering universal precautions, cleaning and sterilization of instruments, and regulations. This module includes counseling patients on infection control procedures. (4 weeks)

Intro to Auditory Evoked Potentials - AUD745 – 2 credit hours: This module is designed to offer introductory principles of various physiological and electro-physiological measurements in the area of auditory evoked potentials (AEPs). Whereas AEPs comprise a series of electrical events throughout the entire auditory pathway, particular attention will be focused on Short-Latency or Early Latency AEP measurements and their clinical application. This module will cover cochlear microphonics and the summating potential, electrocochleography (ECochG), the auditory brainstem response (ABR), and the auditory steady state response (ASSR). Understanding diagnostic applications and basic interpretation of test results and their relation to neuroanatomy and physiology of the auditory system will be emphasized.

Access to ABR equipment for the practice with various test protocols is beneficial but not required. (8 weeks)

Introduction to Continuous Quality Improvement - AUD848 – 1 credit hour: This module provides an examination of the evolution of quality management in healthcare and an introduction to current quality management methodologies. Topics include continuous quality improvement, defining quality, measuring quality and standard setting organizations. The course focuses on the core aspects of quality management that a clinician should understand to initiate or participate in quality assurance or improvement efforts. (4 weeks)

Investigative Audiology - AUD895 – 1 credit hour: The exceptionally broad use of hearing in modern cultures and societies gives rise to diverse questions from many quarters. Industries may inquire about the protection of worker hearing. Manufacturers are interested in product liability control and will ask if their products are dangerously loud. Various jurisdictions are interested in curbing community (environmental) noise. Litigants choose to proffer claims for hearing impairment due to various alleged causes. Personal safety depends a great deal upon the ear and hearing, so we may be asked to evaluate acoustical warning signals. A well-prepared audiologist will know how to deal with these, and other, related questions. An additional structure within this module involves the legal process including discussions of appropriate clinical work ups of hearing impairment claims; testimony styles; and techniques of value to the testifying witness. (4 weeks)

Otoacoustic Emissions - AUD737 – 1 credit hour: This course presents the origin and classification of otoacoustic emissions. Test equipment and procedures for obtaining emissions, interpretation of results and uses of otoacoustic emissions data in differential diagnosis of auditory disorders are discussed. (4 weeks)

Pediatric Audiology - AUD790 – 2 credit hours: This module is designed to introduce students to the fundamentals of pediatric audiology. This eight-week module includes an introduction to ear embryology, developmental theory and milestones, identification and intervention of newborn hearing loss, appropriate use of diagnostic tests, and the

development of a parent resource packet. In addition, skills and knowledge will be gained which will be essential in the use of family counseling and access to multidisciplinary resources. (8 weeks)

Pharmacology and Ototoxicity - AUD810 – 2 credit hours: This course is designed to introduce students to the basic concepts and principles of pharmacology. Drug development, drug regulations, pharmacokinetics, pharmacodynamics and basic drug classifications will be covered. In addition, information will be presented regarding drugs used in the diagnosis and treatment of hearing and balance disorders, drugs which affect the function of the auditory and vestibular systems, and the concept of polypharmacy. The course also covers ototoxicity (cochleotoxicity, vestibulotoxity and neurotoxicity) and ototoxic monitoring. Students will gain an appreciation for the role of audiologists related to understanding patients' needs, behaviors, and clinical outcomes associated with medication use, as appropriate for a professional committed to whole person healthcare. (8 weeks/2 credits)

Practice Development: Business Planning & Accounting - AUD836 – 2 credit hours: This course is about business development and accounting as it applies to audiology. It is an introductory course designed to help you make the kinds of decisions you will need to make if you set up an audiology practice. It is a practical course that encourages you to take chances, make mistakes and enjoy your successes without having to put up real cash. Topics covered will include private practice models, business plan design, short- and long-range business planning, general accounting practices, and development and analysis of profit-and loss statements. (8 weeks)

Practice Development II: Marketing and Advertising - AUD841 – 2 credit hours: This module is designed to explore the marketing of hearing care services and hearing aids to the public. This module includes a review of the hearing aid industry and a survey of present hearing aid marketing efforts by industry and audiology practices. Students will generate internal and external marketing strategies and evaluate the effectiveness of different marketing media. They will evaluate marketing strategies and generate appropriate marketing budgets. In addition, each student will generate a marketing plan for their own practice. (8 weeks)

Practice Development III: Personnel Management - AUD846 – 2 credit hours: This module introduces students to the basic concepts and ideas of personnel management, also known as human resource management or practice management. Concepts will be discussed as it applies to the audiologist as an employee, manager or private practice owner. This course includes information on designing job descriptions, hiring and firing employees, training, guiding, and evaluating staff in a professional audiology office or department with an emphasis on employment law. (8 weeks)

Preceptor Training - AUD853 – 2 credit hours: This preceptor-training module provides instruction in adult learning styles, how to set goals and provide constructive feedback, the development of professionalism, and strategies to facilitate critical thinking and case management skills in the trainee. Audiologists attain mainly theoretical knowledge in the academic classroom and clinical knowledge and skills in the clinical setting. Audiologists who are going to serve, as preceptors for audiology students also need to learn concepts and skills related to the supervisory process and how to be a mentor and teacher in the clinical setting. The primary goal of this module is to provide the supervising audiologist with knowledge and skills to be a successful preceptor for audiology students and/or a supervisor for audiology employees. The concepts covered in this module will be useful for audiologists who are involved in clinical training with audiology students and new employees, as well as audiologists in supervisory positions who cross-train audiology staff for new roles, evaluate performance of staff and provide feedback to supervisees. (8 weeks)

Prevention of Hearing Loss & Disability - AUD828 – 1 credit hour: Topics to be covered include recognizing dangerous levels of sound, screening/testing industrial or at-risk populations, recommending and evaluating hearing protection devices. Focus is on OSHA, NIOSH, and other regulations, as well as Worker's Compensation issues. (4 weeks)

Professional Roles & Responsibilities - AUD700 – 1 credit hour: This module is designed to introduce students to the professional roles and responsibilities of a variety of members of the healthcare delivery team. An understanding of the function of each of the different types of healthcare professionals is valuable when students work with and practice as members of a professional healthcare team. Particular emphasis will be placed on those health professions that are professionally prepared at A.T. Still University of Health Sciences, and will include an orientation to the history and philosophy of osteopathic medicine upon which the institution is founded.

This module will not address the study of audiology specifically, but will concentrate on what audiology can learn from the histories, philosophies, experiences, and evolutions of other professions. In addition, since this is an early offering in the curriculum, this module will also continue to build on what you have learned so far regarding the use of interactive computer-based media as an educational delivery strategy, including the further development of web-searching skills. (4 weeks)

Professionalism: Ethics and Leadership - AUD851 – 2 credit hour: This course will examine the nature and evolution of codes of ethics. Class discussions and reading materials will emphasize ethical issues as they relate to the professional practice of audiology. Topics will include numerous contemporary issues in audiology and how they relate to codes of ethics from AAA, ADA and ASHA. In addition to the issues discussed, a framework for ethical decision-making will be developed. Students will be expected to demonstrate an understanding of the issues and ethical implications discussed through class discussions, written assignments, and a final examination. In addition, this course will provide a forum for discussion of the organization and function of professional associations, activities which serve the professional community, service to the public and the development of leadership skills. (8 weeks/2 credits)

Radiography in Auditory/Vestibular Diagnosis - AUD802 – 1 credit hour: This module is designed to help students gain an understanding of imaging techniques used for the evaluation of auditory and vestibular pathologies. Neurodiagnostic imaging data from CT scans, MRI, etc. will be correlated with audiological findings when possible. (4 weeks)

Regulatory Aspects of Healthcare Practice - AUD837 – 2 credit hours: This course involves a study of basic business structures and the economic and regulatory aspects of healthcare practice. Students will also exam of risk management as it applies to daily business practices as well as professional liability. Other topics include informed consent, regulatory compliance, proper methods of documentation, auditing and professional liability insurance. (8 weeks/2 credits)

Intrapoerative Monitoring: An Introduction - AUD750 – 1 credit hour: Specialized electrophysiological procedures and intraoperative monitoring explores the importance of intraoperative neurophysiological monitoring (IONM), the responsibilities required, and the role of the audiologist as a surgical team member. The course addresses various IONM modalities, the surgeries reliant on monitoring, anatomy and physiology, terminology required for accurate monitoring, the effect of anesthesia on IONM, and new advances in the profession. (8 weeks)

The Dynamic Human Ear Canal - AUD762 – 2 credit hours: This module is designed to teach students the anatomy and physiology of the human ear canal, techniques in visualization and examination of the ear canal (including instrumentation) and cerumen management. We will cover safety and precautions, appropriate case history questions, recommendations for referral and best practices for cerumen removal. Topics will also include ethical and legal issues related to cerumen management, as well as a review of scope of practice documents as published by several different organizations. We will briefly cover reimbursement issues. In addition, we will study ear canal acoustics, impression-taking techniques, safety and precautions related to the making of an earmold, earmold styles and materials, earmold modifications, the acoustics of open fittings, receiver-in-the-canal considerations, custom vs. non-custom domes, custom c-shells and other options. (8 weeks/2 credits)

Tinnitus - AUD733 – 1 credit hour: This module is designed to introduce students to the fundamental principles of clinical management for patients with severe tinnitus. This module includes basic information concerning tinnitus epidemiology, tinnitus mechanisms, tinnitus measurement, tinnitus treatment and resources for audiologists and patients including the American Tinnitus Association. (4 weeks)

Vestibular Evaluation Procedures - AUD831 – 2 credit hours: This module provides students with a review of the anatomy and physiology of the peripheral and central vestibular systems, as well as an overview of the human equilibrium system. This module will provide students with a comprehensive overview of vestibular assessment procedures, focusing on gathering an appropriate case history, ENG/VNG, non-computerized postural testing, and non-computerized rotational testing. Case studies will be utilized to provide an enhanced learning experience. (8 weeks)

Vestibular Rehabilitation - AUD832 – 2 credit hours: This module will introduce audiologists to the basic principles of Vestibular Rehabilitation Therapy (VRT). The module will provide students with an overview of the philosophical bases to Vestibular Rehabilitation and will provide specific symptom based strategies of treating identifiable vestibular dysfunctions. The content will have a practical approach to allow audiologists to develop knowledge and skills for use of Vestibular Rehabilitation Therapy (VRT) within their scope of practice. (8 weeks)

Department of Occupational Therapy

ATSU-ASHS' master's and doctoral degree programs in occupational therapy prepare graduates to promote health and achieve functional outcomes by restoring the highest possible level of independence for individuals with diverse healthcare needs and cultural backgrounds. Curriculums integrate technology in both the instructional processes and administration of occupational therapy treatment. The programs provide a strong foundation of critical inquiry applied to the practice, education, and administration of healthcare, integrating a holistic treatment approach and focus on evidence-based practice into the provision of high quality healthcare. Graduates are prepared to meet patient and family needs in changing healthcare delivery settings.

Programs offered through the Department of Occupational Therapy include the:

- Doctor of Occupational Therapy – entry-level – residential
- Doctor of Occupational Therapy - online
- Master of Science in Occupational Therapy - residential
- [Advanced] Master of Science in Occupational Therapy - online

Doctor of Occupational Therapy Program – entry-level - residential

The purpose of the Doctor of Occupational Therapy program at A.T. Still University is to prepare entry-level occupational therapy practitioners who demonstrate exceptional clinical skills and caring toward clients and populations across the lifespan. These clinicians will be further trained to develop and grow new programs in the community, as well as being competent leaders and advocates for their patients, clients, consumers and the profession. Graduates are expected to meet the evolving needs of a dynamic and changing society by practicing in traditional settings as well as in unique and diverse community arenas.

Curricular threads of the residential doctoral program include the development of skills that would allow graduates to: 1) serve individuals, communities, and populations; 2) promote health and wellness in all OT practice arenas; 3) encourage social consciousness and responsibility; 4) and to nurture and use meaningful occupation as an organizing principle for all OT practice arenas.

Curricular content blocks provide structure for organizing and conceptualizing the Entry-Level Doctor of Occupational Therapy program course content. Curricular content blocks include: The Human Body as an Occupational Being; Foundations of Occupational Therapy Practice; Occupational Therapist as Program Developer, Leader and Advocate; Occupational Therapist as Scholar; The Occupational Therapy Student in Practice.

Community based experiences to inform student learning are a hallmark of the residential Doctor of Occupational Therapy Program curriculum. Students will engage in community based observational and experiential activities throughout the curriculum; specifically in the Practice Immersion courses, the Directed Research Sequence (based on the nature and scope of the specific project), as well as throughout the process of the doctoral experiential component. Significant learning in community-based experiences occurs throughout the fieldwork portions of the curriculum.

The doctoral experiential component of the curriculum is developed over time, drawing from content and community based experiences from the Professional Development course series spanning the first year and building further in the subsequent Seminar series. Upon completion of their Doctoral Experience, students will have engaged in the full process of program design and development, including implementation and evaluation of the program. This component of the doctoral program will have facilitated in-depth experiences to further the student's: clinical practice skills, program and policy development abilities, advocacy efforts, administrative acumen, leadership skills, and/or ability to educate others.

Length of Program

The entry-level Doctor of Occupational Therapy program is a 36-month, full-time program of study offered in a residential format, culminating in the Occupational Therapy Doctorate (OTD) degree. The Doctor of Occupational Therapy program will consist of content that is delivered in 40 courses that equate to 111 credits.

Admissions

Application Process

Application for the Occupational Therapy program is through the Occupational Therapist Centralized Application Service (OTCAS). For further details, please see the OTCAS website at www.otcas.org.

Application Deadline

Applications for the Doctor of Occupational Therapy Entry-Level Program are processed on a rolling admissions basis, but applicants are encouraged to apply early. Point of entry into the program is only once each academic year with classes beginning in mid-July.

Admission Requirements

Applicants for admission to the residential Doctor of Occupational Therapy program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have achieved a minimum 3.0 cumulative GPA.
3. Candidates accepted for admission will have earned a baccalaureate degree prior to matriculation.
4. The following prerequisite coursework must be completed by the end of the semester prior to matriculation (Spring):
    a. Human Anatomy: One Course with lab, minimum of 4 semester/6 quarter hours.
    b. Human Physiology: One course with lab, minimum of 4 semester/6 quarter hours. (Note: Human Anatomy/Physiology I And II may substitute for the above two courses)
    c. Science: One additional course (in addition to Human Anatomy/Physiology) for a minimum of 3 semester/4 quarter hours.
    d. Human Development: One course, minimum of 3 semester/ 4 quarter hours(Course Options: Developmental Psychology, Child Development, or another course with a lifespan development perspective)
    e. Introduction or General Psychology: One course, minimum of 3 semester/4 quarter
    f. Abnormal Psychology: One course, minimum of 3 semester/4 quarter hours
    g. Introduction to Sociology or Cultural Anthropology; One course, minimum of 3 semester/4quarter hours
    h. Medical Terminology: One course, minimum of 1 semester hour/ 1 quarter hour
    i. English: Two courses of composition, grammar/literature, minimum of 6 semester/8quarter hours
    j. Humanities: Two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language), minimum of 6 semester/8 quarter hours
    k. College algebra or higher: One course, minimum of 3 semester/ 4 quarter hours (A Statistics course can be used for this prerequisite)
5. Applicants are required to submit all official college or academic transcripts.
6. Applicants are required to obtain a minimum of 30 contact/observation hours in the occupational therapy field. More than one setting is recommended.
7. Applicants must secure three (3) letters of reference.
    a. One of these letters must be written by: a present or former faculty member, academic advisor, or employer.
    b. One reference letter should come from a professional from the occupational therapy field or another clinical supervisor.
    c. The final letter can come from a reference of your choice, but may not be from a friend or family member.
    d. Letters from an educational consulting service will not be accepted.
    e. New letters of reference must be submitted for each application year.
8. Students must obtain and maintain CPR certification. Verification must be submitted to ASHS prior to enrollment.
9. ASHS and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
    a. Applicants need to be aware that having a felony conviction might impact a graduate's future ability to sit for the National Board for Certification in Occupational Therapy Exam and/or ability to obtain state licensure to practice.
10. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
11. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Applicants who are considered potential candidates will be invited to visit ASHS to participate in an applicant interview process.

Graduation Requirements

To earn the entry-level Doctor of Occupational Therapy degree, all students must:

1. Complete with a passing grade of all didactic coursework and maintaining a minimum cumulative GPA of 2.50.
2. Complete with a passing score of all Level II fieldwork within 24 months of completion of didactic coursework.
3. Complete with a passing score, the experiential component of the OTD degree within 12 months of completion of all Level II fieldwork.
4. Complete a directed research project and a project presentation.
5. Discharge all financial obligations to ATSU-ASHS.
6. Attend commencement activities and graduation.

Curriculum

Graduates from the OTD-E program will be able to:

1. Demonstrate the ability to determine the unique needs of a wide variety of clients, to include individuals, small groups of individuals as well as larger groups of people.
    a. Approach occupational therapy practice from a holistic viewpoint, incorporating all aspects of the individual's or group's life and culture.
    b. Incorporate the therapeutic use of self through collaboration with others.
2. Demonstrate the ability provide meaningful occupational therapy services for all clients, recognizing the necessary assessments, tools, interventions and outcomes are dependent on the client, who can be an individual, a small community, or a larger group of people.
3. Identify and demonstrate elements of health and wellness in their own lives, serving as a model for others.
4. Facilitate interventions, activities and programming to promote health and well-being for all clients.
    a. Select appropriate evaluation processes and tools for assessing function based on occupational therapy frames of reference and models of practice.
    b. Develop and implement appropriate occupational therapy treatment plans and interventions that reflect client needs including cultural, socioeconomic, age, gender and lifestyle factors.
    c. Modify and revise treatment goals and interventions based on the client's progress.
    d. Develop and implement programming that facilitates responsibility for personal health and life-management.
5. Understand health disparities and the cultural influences on health and recovery.
6. Engage in interventions, activities and programming to serve the underserved.
7. Understand the Occupational Therapy Code of Ethics, and will demonstrate moral responsibility and ethical practice during their professional training.
    a. Demonstrate critical thinking, problem solving, and decision-making that reflect ethical occupational therapy practice.
8. Demonstrate a commitment to their profession, by participating in professional organization activities and/or scholarship opportunities.
9. Communicate the value of occupations, helping all clients to identify the meaningful activities that promote engagement in life.
    a. Articulate and demonstrate the role and value of occupational therapy to the public and other health care professionals.
10. Utilize occupations, in many forms, as a means to achieve health and wellness for all clients.
11. Demonstrate entry-level skills needed for management and administration of occupational therapy services, including leadership, advocacy, marketing, and consultation.

12. Apply accepted principles of scientific inquiry, evidence based practice, and research design to support occupational therapy theory, enhance practice, and meet the challenges of changing health care delivery systems.

Upon completion of requirements for graduation, the student will receive a doctor of occupational therapy degree (OTD) and will be eligible to sit for the occupational therapy certification examination developed by the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the NBCOT exam, OTD-E graduates are then eligible to apply for state licensure in their state of residence. All states within the United States require licensure in order to practice occupational therapy.

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Analysis of Human Movement
- Foundations I: The History & Philosophies of Occupation & Occupational Therapy
- Foundations II: Occupation-based Activity Analysis & Synthesis
- Fundamentals of Service Provision Acrosss the Continua of Care
- Groups: Theory and Process
- Human Anatomy I & II
- Neuroscience: Basis for Human Behavior
- Pathophysiology & Conditions
- Practice Immersion: Behavioral Health & Psychosocial Approaches
- Professional Development I: Professionalism
- Professional Development II: Prevention and Health Promotion
- Research Designs & Methods

Course Descriptions and Credit Values

Analysis of Human Movement – OTDE6140 – 3 credit hours: This course covers the principles of kinesiology and biomechanics as they relate to human motion. An understanding of human motion is necessary for physical evaluation and occupational analysis in occupational therapy. The functional application of human motion is covered, including evaluation techniques of goniometry and manual muscle testing.

Foundations I: History & Philosophy of Occupational Therapy – OTDE6210– 2 credit hours: This course examines the development of occupational therapy as a profession. Occupational therapy will be investigated from the perspective of its historical and cultural context, including philosophy and social movements, political and economic influences, and the rise of American medicine. The course will illustrate how the areas and methods of occupational therapy training/education and practice have changed over time.

Foundations II: Occupation-based Activity Analysis & Synthesis – OTDE6220 – 2 credit hours: This course provides an introduction to and application of occupational analysis to tasks and will assist the student in accessing their imagination and creativity through opportunities to engage in art, craft, play and activity. The history of the OT profession will continue to be discussed to include early interest of occupational therapists in the healing power of craft; an interest that is being resurrected by contemporary craftsmen to a popular place in present day American society. Concepts of grading and adapting occupations will be explored and opportunity will be given to apply principles of the teaching and learning process. Students will use their exposure to the 'doing' of activities to not only engage their creativity but to develop proficiency in the analysis of activity performance, a core occupational therapy skill that can then generalize to the analysis of activity and occupation on a much broader level.

Fundamentals of Service Provision Across the Continua of Care – OTDE6310 – 3 credit hours: This course provides a broad overview of the various contexts of occupational therapy service provision that comprise the continua of care across the lifespan. Occupational therapists' roles within these systems are explored and discussed, including in

medical, educational and community-based settings. An introduction to professional responsibilities including documentation is also provided.

Groups: Theory and Process – OTDE6510 – 2 credit hours: This course will assist students in developing an understanding of group process and the relationship of self to the group. Group dynamics as well as the phases of group development, leadership roles, conflict resolution, problem solving, and clinical application are emphasized. Students are required to develop group protocols, lead groups, and process the outcomes. Students will apply a variety of approaches from various frames of reference.

Human Anatomy I – HS510 – 4 credit hours: This course is a study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required.

Human Anatomy II – HS520 – 4 credit hours: This course is a study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required.

Neuroscience: Basis for Human Behavior – OTDE6130 – 3 credit hours: This course will present the development, structure, and function of the central and peripheral nervous systems, including the autonomic nervous system, ventricular system and meninges. Blood supply, sensory and motor systems, reflex pathways, and sequelae of lesions of the nervous system will be presented. Beginning assessment of neurological conditions will be demonstrated. This course includes clinical case analysis of frequently seen neurological conditions in occupational therapy practice.

Pathophysiology & Conditions – OTDE6120 – 3 credit hours: This course is an introduction to the basic pathological processes as well as the clinical management of common diseases, conditions and disorders across the lifespan. The fundamentals of general pathology covered include the mechanism of cell injury & healing, response to infection, and disorders of the immune system. In addition, the etiology, pathogenesis, and morphologic manifestation of disease in the major organ systems are discussed with emphasis on the relationship between pathology and the signs/symptoms of disease. Diagnoses, prognoses, typical course of illness and its effects on occupational performance will be reviewed. Medical management and other treatment strategies will be discussed.

Practice Immersion: Behavioral Health & Psychosocial Approaches – OTDE6520 – 6 credit hours: The overall purpose of this course is to prepare the student to assess and provide occupation-based interventions that address the psychosocial needs of clients across the lifespan. Students will be able to design and deliver occupational therapy services based upon appropriate theoretical models and frames of reference that can be used across a variety of systems and settings, including but not limited to behavioral health/psychiatric, community and education based settings.

Professional Development I: Professionalism – OTDE6410 – 2 credit hours: This course will provide a foundation for exploring the roles and responsibilities associated with becoming a health professional. Main topics will include professionalism, ethics and values of the profession of occupational therapy, clinical reasoning and evidence based practice, and an introduction to the importance of life long learning.

Professional Development II: Prevention and Health Promotion – OTDE6420 – 2 credit hours: This course is designed to stimulate critical thinking about the relationship of occupation to health, wellbeing, and participation. Occupational justice and social/health disparities as they influence engagement in health promoting occupations will be discussed. Concepts central to prevention of illness and disability and the promotion of health for individuals, populations, and communities will be examined. Students will examine their own state of health and wellbeing and develop a plan for care of themselves as students and as future health care practitioners.

Research Designs & Methods – OTDE6610 – 4 credit hours: This course provides an overview for scholarly activity, specifically in regards to discovery research with a focus on the development and application of graduate level knowledge and skills related to research designs methods. Skills regarding the development of a research proposal, including conducting a literature review, the identification of a problem/research question, developing a hypothesis, designing a study and submitting an Institutional Review Board application are integral components of this course. Students also develop understanding of both quantitative and qualitative designs, methods, and data analysis.

Doctor of Occupational Therapy – online

The Doctorate in Occupational Therapy (OTD) Program is an online, post-professional degree program for occupational therapists wishing to develop and enhance skills in program development and evaluation, leadership, advocacy, and health promotion and wellness. The mission of the online OTD Program is to enable occupational therapists to develop roles and skills beyond that of the therapist-clinician, to educate them to become practitioner-scholars who can translate knowledge (including cross-disciplinary theories and research) into practice and who are capable of serving as agents of change in new and expanded arenas. The primary focus of the curriculum is on program development and evaluation and the role of occupational therapy in prevention and in the promotion of health and wellness. In addition to coursework, program requirements include completion of a doctoral project and submission of a professional portfolio representing the attainment of core competencies.

Program Mission

To enable occupational therapists to develop roles and skills beyond that of the therapist-clinician, to educate them to become practitioner-scholars who can translate knowledge (including cross-disciplinary theories and research) into practice and who are capable of serving as agents of change in new and expanded arenas.

Length of Program

The program requires a minimum of 48 quarter credit hours beyond the Master's degree. Developed for the practicing occupational therapist, the program is designed to be completed in two continuous years based upon a part-time plan of study and includes the following coursework requirements:

1. Occupational Therapy Doctoral Seminars (24 credits required)
2. Electives (8 credits required)
3. Doctoral Project (16 credits)

Admissions

Application Process

Application for the Occupational Therapy program is through the Occupational Therapist Centralized Application Service (OTCAS). For further details, please see the OTCAS website at www.otcas.org.

Admission Requirements

Applicants for admission to the online OTD program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Minimum cumulative GPA of 3.00 for all prior undergraduate and graduate level coursework and degrees completed; minimum Occupational Therapy Program GPA of 3.25 on a 4.00 scale.
3. A master's degree or higher from a regionally accredited college or university. Applicants who have graduated from a non-U.S. college or university must submit acceptable evidence of U.S. degree/course equivalency and must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflects equivalency of a U.S. degree.
    a. For applicants graduating from master's degree programs other than the ATSU-ASHS OT Program or AMOT Program, completion of the following graduate level courses (or the equivalent) with a grade of B (3.00) or better on a 4.00 scale are required:
        i. Evidence Based Practice (minimum of 3 quarter credit hours; e.g. OT 811)
        ii. Research Designs & Methods (minimum of 3 quarter credit hours; e.g. OT 807 or HS 522)
        iii. Statistics (minimum of 3 quarter credit hours; e.g. OT 808 or HS 532]
4. Official sealed transcripts from all institutions attended.
5. Initial certification as an occupational therapist from NBCOT. International applicants are eligible to apply but must show proof of certification or eligibility to practice as an occupational therapist that is equivalent to

OT certification and licensure in the United States and have earned an OT degree from an OT program recognized by WFOT.

6. An up-to-date resume or curriculum vitae.
7. A letter of intent providing a description of why the ATSU-ASHS Occupational Therapy doctorate program was chosen by the applicant and how the program aligns with the applicant's intended career goals. The letter of intent should be a minimum of two pages and maximum of four pages in length and preferably will include a one-paragraph description of a prevention/health promotion program the applicant might be interested in developing for a particular population.
8. Two letters of reference – one from someone who can attest to the applicant's ability to be successful in doctoral level academic work (i.e. a former faculty member, academic adviser, or employer) and a second one from a reference who can attest to the quality of applicant's professional work as an occupational therapist.
9. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
    a. OTD minimum TOEFL score requirements:
        i. TOEFL Paper based total score = 550
            1. Minimum of 56 on Reading Skills section
            2. Minimum of 61 - 62 on Writing Skills section
        ii. Computer based total score = 213
            1. Minimum of 22 on Reading Skills section
            2. Minimum of 26 on Writing Skills section
        iii. Internet based total score = 80
            1. Minimum of 21 on Reading Skills section
            2. Minimum of 24 on Writing Skills section
10. Meet the Minimum Technology Specifications under the General Admission Requirements section.

Applicants who are considered potential candidates will be required to participate in a telephone interview to identify the goodness of fit of the program for the applicant.

Graduation Requirements

To earn the online Doctor in Occupational Therapy degree, all students must:

1. Pass all courses with a minimum grade of "C", and an overall cumulative GPA of 3.00 on a 4.0 scale
2. Complete a doctoral project and a professional portfolio representing attainment of core competencies associated with the program
3. Discharge all financial obligations to ATSU
4. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
5. Ensure that the mailing address in the CampusNexus Student Portal is current. This is the address where the diploma will be mailed.
6. Attending commencement is not required but highly recommended.
7. Complete all prescribed courses and electives as well as all other program requirements within seven years of matriculation into the program.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Elective
- OT Doctoral Project I
- OT Doctoral Project II
- OT Doctoral Project III

- OT Doctoral Project IV
- OTD Seminar I -- The Role of OT in Health Promotion & Wellness
- OTD Seminar II - Program Development and Evaluation, Part I
- OTD Seminar III - Program Development and Evaluation, Part II

Year 2

- Elective
- OT Doctoral Project V
- OT Doctoral Project VI
- OT Doctoral Project VII
- OT Doctoral Project VIII
- OTD Seminar IV – Strategic and Financial Planning
- OTD Seminar V – Opportunities, Roles & Responsibilities in Leadership and Advocacy Arenas
- OTD Seminar VI – Professional Writing and Dissemination of Practice-Based Scholarship

Course Descriptions and Credit Values

Occupational Therapy Doctoral Seminars

The doctoral level seminars in occupational therapy are core courses designed to provide the OTD student with a firm foundation in the role of occupational therapy in the area of prevention and health promotion and wellness and aim to develop skills in needs assessment, program planning, design, development and evaluation of occupation based programs, leadership and advocacy, and writing for publication. The following six, 4 quarter credit hour courses are all required and are designed to be taken successively with a cohort group that enters once each year:

OTD Seminar I -- The Role of OT in Health Promotion & Wellness – OTDP9300 – 4 credit hours: This course will explore the myriad of opportunities for OT's to influence the health and/or wellbeing of individuals and populations. Students will examine topics within public health and epidemiology while furthering their knowledge of OT's capacity to prevent disease, disability and activity limitations, and to promote health and participation. Upon completion of this course, students will be expected to identify a target population and/or an agency or community partner that could benefit from an occupation based health promotion and/or wellness initiative, and should have a proposed program idea that could be explored for further development. Includes a focus on literature from positive psychology and exploration of the relevancy of this body of work for occupational therapy practitioner-scholars. Co-requisite: OTDP 9910.

OTD Seminar II - Program Development & Evaluation, Part I - OTDP9400 – 4 credit hours: First course in a series of two on this topic, during this seminar, students will be exposed to different methods of conducting a needs assessment and how to use the information obtained from a needs assessment to plan for and develop a program for a specific targeted population. By the end of the course students will be expected to complete a needs assessment and plan a program relevant to meeting an identified need at their practice site or with a community partner. Pre-requisite: OTDP 9300. Co-requisite: OTDP 9920.

OTD Seminar III - Program Development & Evaluation, Part II – OTDP9500 – 4 credit hours: Second course in a series of two on this topic, during this seminar students will be introduced to and explore different methods of program evaluation and outcomes assessment. As part of the seminar, they will be expected to complete an IRB application to assess outcomes associated with a program they will develop. Pre-requisite: OTDP 9400. Co-requisite: OTDP 9930.

OTD Seminar IV – Strategic and Financial Planning – OTDP9600 – 4 credit hours: During this seminar, students will learn about the combined strategic and financial planning that is necessary to sustain a program's feasibility and long term viability. Through case study examples, students will examine the relationship between organizational and programmatic priorities and the allocation and deployment of resources. By the end of the course students will be able to create a business unit plan that includes a market analysis, budget (start-up and/or operational, as well as human resource and facility planning), financial projections, and measurement of performance in relation to expenditures.

OTD Seminar V – Opportunities, Roles & Responsibilities in Leadership and Advocacy Arenas – OTDP9700 – 4 credit hours: This course will explore avenues of leadership for the practicing occupational therapist, as well as teach advocacy skills needed to represent individual, community and population based concerns. Students will be exposed to verbal and written advocacy strategies necessary to influence current policy/legislation or that can be used for the development of new policies. At the end of the course students will demonstrate their ability to be a change agent in at least one of the following new roles: manager, supervisor, care coordinator, program developer, entrepreneur, consultant, advocate, mediator, policy infuser, liaison, community partner/organizer, or committee chair or officer in a professional organization or community group. In order to complete the OTD program, the student will be required to demonstrate one additional leadership role.

OTD Seminar VI – Professional Writing & Dissemination of Practice-Based Scholarship – OTDP9800 – 4 credit hours: Conducted using a writing workshop format, this course will focus on how to write a scholarly article from beginning to end, how to find appropriate publication avenues for scholarly writing and conference forums for dissemination of practice-based scholarship, how to prepare proposals for a presenting at conferences, and how to prepare presentations and posters. By the end of this course, students will be expected to submit a written article using author's guidelines from a peer-reviewed journal and a proposal for presenting at a suitable conference venue using "Call for Papers" guidelines.

Doctoral Project Courses

The OTD Program requires the completion of a Doctoral Project which entails an integral and interwoven set of learning experiences designed to promote students' development and refinement of skills in program design, development, implementation, evaluation, and dissemination of this work. The required course sequence includes eight, two-credit courses that are taken over the duration of the student's progression through the OTD Program.* The student must complete all the assigned tasks of each course to enroll in each subsequent course in the series.** Optimally, a student will proceed through the Doctoral Project sequence of eight courses with the peer cohort group the student started the OTD Program with so as to benefit from the peer support and review process that will be built into the design of each of the courses in this sequence.

OT Doctoral Project I – OTDP9910 – 2 credit hours: Introduction to and comparison of forms of scholarship with particular emphasis on practice-based scholarship. Students will be expected to identify a theoretical body of work or conceptual framework and examine how this work applies to some aspect of their present or future practice area of interest. Co-requisite: OTDP 9300.

OT Doctoral Project II – OTDP9920 – 2 credit hours: Building upon OT 9910, students will identify a project idea and conduct a review of literature incorporating works from within and outside the body of OT literature. During this second course in the OTD Project sequence, students collaborate with the course instructor to identify an OTD project advisor (who must be selected from a designated list of OT Department Faculty) and a project mentor from outside the OT Department (might come from other departments or schools within the university or from the community). Pre-requisite: OTDP 9910. Co-requisite: OTDP 9400.

OT Doctoral Project III – OTDP9930 – 2 credit hours: Students work with their project advisors and project mentors to develop a full proposal treatment for the project idea approved by their primary OTD Project advisors. Pre-requisite: OTDP 9920. Co-requisite: OTDP 9500.

OT Doctoral Project IV – OTDP9940 – 2 credit hours: Upon completion of their OTD Project proposals, students submit and defend their proposal to their OTD Project Committee (consisting of their OT 9910 course instructor, their primary project advisor and their project mentor). Following Committee approval, students complete and submit an IRB application to the ATSU-Mesa IRB committee as appropriate. Pre-requisite: OT 9930 and OTDP 9500.**

OT Doctoral Project V – OTDP9950 – 2 credit hours: Following their successful proposal defense and IRB submission, students enter the implementation phase of their OTD Projects, identifying at the beginning of the quarter the end point they intend to achieve. Students are required to provide progress reports to and receive feedback from their Project Advisors and Mentors at least 2-3 times during the quarter. Pre-requisite: OTDP 9940.**

OT Doctoral Project VI – OTDP9960 – 2 credit hours: Students continue with and complete the implementation phase of their OTD Projects. Students are required to provide progress reports to and receive feedback from their Project Advisors and Mentors at least 2-3 times during the quarter. Pre-requisite: OTDP 9950.

OT Doctoral Project VII – OTDP9970 – 2 credit hours: Students will complete their program evaluations and document their results, completing at least a full first draft of an article for future publication as per author guidelines for a peer reviewed (online or print) journal and a proposal for a conference submission. Pre-requisite: OTDP 9960. Co-requisite or pre-requisite: OTDP 9800

OT Doctoral Project VIII- OTDP9980 – 2 credit hours: Upon completion of their coursework and all their OTD Project requirements, students formally petition to present and defend their projects to their Project Committee members and an additional outside reviewer. Upon their successful defense, they will be invited to present their projects to their peers in an online or in person conference forum.**

**Should a student in the OTD Program be unable to complete the requirements for OTDP 9940 or OTDP 9980 by the end of the quarter in which it is taken, the student will be given an incomplete for the course, will have one additional quarter to complete the associated tasks required, and will also be required to register for the following coursework. (Note: the specific number of additional credits required will be determined on a case-by-case basis, upon the recommendation of the student's doctoral project advisor and/or committee.)

OT Doctoral Project Proposal Completion - OTDP9941 – 1 credit hour: Additional research and study required to complete and defend the OTD Project Proposal and/or obtain IRB approval. (1-4 credits; amount of credits to be determined by Project Advisor and/or Doctoral Committee)

Note: In the event a student receives an "Incomplete Pass" grade for OTDP 9940 and is required to register for OTDP 9941 for 1-4 credits, the student will be allowed to continue on into the 2nd year of the OTD Project sequence at the discretion of the student's Project Advisor and/or Committee.

OT Doctoral Project Completion - OTDP9981 – 1 credit hour: Additional research and study required to complete and defend the OTD Project. (1-4 credits; amount of credits to be determined by Project Advisor and/or Doctoral Committee)

Electives

Students will be required to take 8 credits of electives in subject areas of interest to them and related to the overall intent and design of the OTD Program. Students will be able to select from the following course offerings, at least one of which will be scheduled for each summer. In addition, students may elect to pursue selected course offerings from ATSU School of Health Management Programs and/or the ATSU-ASHS Doctor of Health Sciences Program subject to respective program director permission as well as OTD Program advisor approval. Should the electives available at ATSU not match a students' needs and interests, a student may elect to take and transfer up to 8 credits of graduate level coursework from another regionally accredited institution, but is required to consult with their OTD Program advisor and obtain approval prior to pursuing this option.

Disabilities Studies – OTDP9010 – 4 credit hours: This course will focus on the experience of living with a disability from the perspective of those with disabilities. Includes reading of works written or otherwise authored by persons with disabilities and provides a historical perspective on the disability and independent living movements in the U.S. and internationally. The use of person-first language, the World Health Organization Classification of International Classification of Functioning, Disability and Health, principles of universal design, models of empowerment, strengths development, the value of collaboration, and promoting health and wellness within the disability community will be some of the topics addressed during this course. NOTE: Open to all ATSU students.

Organizational Behavior – OTDP9020 – 4 credit hours: Survey of theories about how individuals and groups act in organizations and the applicability of these to maximize activity participation, promote targeted behavior change and health related outcomes. Includes an examination of a strengths-based approach to leadership and management and a

focus on identifying aspects of an organization's culture and how such cultural dimensions of organizations can influence leadership, communication, and group dynamics.

Policy Analysis – OTDP9030 – 4 credit hours: An introduction to policy analysis including the application of analytical techniques through case study examples, with a particular focus on selected health policies.

Scholarship of Teaching and Learning – OTDP9040 – 4 credit hours: Introduction to scholarly inquiry and dissemination aimed at promoting effective practices in teaching and learning.

Master of Science in Occupational Therapy – residential

An entry-level, residential master's program for individuals wishing to become occupational therapists. The mission of the program is to prepare high quality practitioners to meet patient needs in changing healthcare delivery settings. The program is 28 months in length and provides a strong foundation of critical inquiry applied to practice, education, and administration of healthcare.

Length of Program

The Masters of Science in Occupational Therapy Entry-level Curriculum at ASHS is a 28-month, full-time, continuous program. 20 courses 121 credits

Admissions

Application Process

ASHS' MS in OT program participates in a centralized application processing service called the Occupational Therapist Centralized Application Service (OTCAS). Applications may be obtained through OTCAS at www.otcas.org. Questions regarding the OTCAS account may be directed to OTCAS at 617.612.2860 or by email at otcasinfo@otcas.org. All other questions should be sent to Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237.

Application Deadline

Applications for the Occupational Therapy Entry-Level Program are processed on a rolling admissions basis, but applicants are encouraged to apply early. Point of entry into the program is only once each academic year with classes beginning in late August.

Admission Requirements

Applicants for admission to the residential Master of Science in Occupational Therapy (MS in OT) program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have achieved a minimum 2.75 cumulative GPA, and a 2.75 science GPA on a 4.00 scale.
3. Candidates accepted for admission will have earned a baccalaureate degree or higher prior to matriculation
4. Applicants must complete all prerequisite courses by the end of the quarter prior to matriculation.
    a. Human Anatomy: One course with lab, minimum of 4 semester/6 quarter hours
    b. Human Physiology: One course with lab, minimum of 4 semester/6 quarter hours
    c. NOTE: Human Anatomy/Physiology II and I may be substituted for the above two courses
    d. Science: One course (in addition to Human Anatomy/Physiology) for a minimum of 3 semester/4 quarter hours.
    e. Human Development: One course, minimum of 3 semester/4 quarter hours (Course options: Developmental Psychology, Child Development, or another course with a lifespan development perspective)
    f. Introduction to Psychology or General Psychology: One course for a minimum of 3 semester/4 quarter hours
    g. Abnormal Psychology: One course, minimum of 3 semester/4 quarter hours
    h. Introduction to Sociology or Cultural Anthropology: One course, minimum of 3 semester/4 quarter hours
    i. Medical Terminology: One course, minimum of 1 semester or quarter hour
    j. English: Two courses of composition, grammar/literature, and minimum of 6 semester/8 quarter hours
    k. Humanities: Two courses (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language), minimum of 6 semester/8 quarter hours

    l. College Algebra or higher or statistics: One course, minimum of 3 semester/4 quarter hours
5. Applicants are required to submit all official college or academic transcripts.
6. Applicants are required to submit official GRE scores. Scores older than three years prior to the matriculation year will not be accepted. The GRE Code for ASHS is 3743 (there is no department code). For applicants with a GPA of 3.00 or higher, the GRE is optional.
7. Obtain a minimum of 20 contact/observation hours in the occupational therapy field
8. Submit two letters of reference.
    a. One of these letters must be written by a present or former science faculty member, academic advisor, or employer.
    b. The other reference letter should come from a professional from the occupational year
9. Students must obtain and maintain CPR certification. Verification must be submitted to ATSU-ASHS prior to enrollment.
10. ASHS and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
    a. Applicants need to be aware that having a felony conviction might impact a graduate's future ability to sit for the National Board for Certification in Occupational Therapy Exam and/or ability to obtain state licensure to practice.
11. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
12. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Applicants who are considered potential candidates will be invited to visit ASHS to participate in an applicant interview process. For applicants residing out-of-state, telephone interviews may be arranged in lieu of the on-site interview.

Graduation Requirements

To earn a Master of Science in Occupational Therapy degree, all students in the residential program must:

1. Complete with a passing grade of all didactic coursework and maintaining a minimum cumulative GPA of 2.50.
2. Complete with a passing score of all Level II fieldwork, within 24 months of completion of didactic coursework.
3. Complete a directed research project and a project presentation.
4. Discharge all financial obligations to ATSU-ASHS.
5. Attend commencement activities and graduation

Curriculum

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Basic Patient Care Skills
- Conditions I
- Conditions II
- Foundations of Occupational Therapy

- Group Process
- Human Anatomy I
- Human Anatomy II
- Introduction to Occupational Therapy Testing
- Kinesiology
- Occupations Across the Life Span
- OT Theory and Philosophy
- Pathology
- Research Methods and Design
- Occupational Analysis I
- Psychosocial Occupational Therapy I
- Methods of Data Analysis
- Ethics and Professionalism
- Psychosocial Occupational Therapy II
- Level I Fieldwork (Psychosocial Dysfunction)
- Research Directed Study

Year 2

- Level I Fieldwork (Pediatrics)
- Level I Fieldwork (Physical Disabilities)
- Level II Fieldwork, Spring
- Neuroscience
- Occupational Analysis II
- Occupational Analysis III
- Pediatric Occupational Therapy I
- Pediatric Occupational Therapy II
- Physical Disabilities I
- Physical Modalities
- Physical Disabilities II
- Practice Issues and Trends in Occupational Therapy
- Practice Management in Occupational Therapy
- Professional Development I
- Professional Development II
- Research - Directed Study
- Research - Directed Study
- Technology and Occupational Therapy

Year 3

- Certification Examination Preparation
- Directed Research
- Level II Fieldwork, Elective
- Level II Fieldwork, Fall

Course Descriptions and Credit Values

Basic Patient Care Skills – OT516 – 3 credit hours: The rationale for and performance of basic patient care skills required by rehabilitation personnel. Course includes blood-borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, sterile procedure and isolation techniques, wheelchair handling, and ambulation with assistive devices, environmental barriers, and basic patient care equipment. Laboratory required.

Certification Examinations Preparation – OT755 – 1 credit hour: Comprehensive review of occupational therapy theory, application, and process in preparation for the national certification examination for occupational therapists. Includes study and test-taking strategies. (Prerequisites: OT 751, OT 754).

Conditions I – OT600 – 4 credit hours: This course is a study of clinical management of psychiatric conditions, and developmental disorders of adults and children. Diagnoses, prognoses, typical course of illness and its effects on occupational performance are reviewed. Medical management and other medical treatment are explored.

Conditions II – OT601 – 4 credit hours: This course is a study of clinical management of neurological and orthopedic conditions, and developmental disorders of adults and children. Diagnoses, prognoses, typical course of illness and its effects on occupational performance will be reviewed. Medical management and other medical treatment are explored. (Pre-requisite: OT522)

Ethics and Professionalism – OT544 – 1 credit hour: The legal, moral, and ethical basis for the professional practice of occupational therapy are covered.

Foundations of Occupational Therapy – OT512 – 2 credit hours: Introduction to the field of occupational therapy including the history, philosophical beliefs, areas of practice and roles of practitioners. Focus is on developing an awareness of professional organizations, and ethics with an emphasis on the OT Practice Framework.

Group Process – OT523 – 3 credit hours: Understanding of group process and the relationship of self to the group. Group dynamics as well as the phases of group development, leadership roles, conflict resolutions, problem solving, and clinical application are emphasized. Students are required to develop group protocols, lead groups, and process the outcomes. Students will apply a variety of approaches from various frames of reference.

Human Anatomy I – HS510 – 4 credit hours: A study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required.

Human Anatomy II – HS520 – 4 credit hours: A continuation of HS 510, HS 520 is a study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required.

Independent Study/Tutorial – OT 650 – 3 credit hours: Study of a focused topic on an individual basis.

Introduction to Occupational Therapy Testing – OT542 – 2 credit hours: An introduction to the occupational therapy evaluative process. Methods of data collection and various evaluation tools are explored. The principles of measurement, including test selection, administration, scoring, and interpretation, are covered. (Corequisite HS 532)

Kinesiology – OT533 – 4 credit hours: This course covers the principles of kinesiology and biomechanics as related to human motion. An understanding of human motion is necessary for physical evaluation and occupational analysis in occupational therapy. The functional application of human motion is covered, including evaluation techniques of goniometry and manual muscle testing. (Prerequisites: HS510 and HS 520)

Level I Fieldwork (Pediatrics) – OT627 – 1 credit hour: A one-week rotation that is taken in conjunction with OT 624. The student is expected to integrate content from Pediatric Occupational Therapy II into a practice setting. Course is taken on a pass/fail basis. (Co-requisite: OT 624)

Level I Fieldwork (Physical Disabilities) – OT637 – 1 credit hour: A one-week rotation that is taken in conjunction with OT 633. The student is expected to integrate content from Physical Disabilities II into a practice setting. Course is taken on a pass/fail basis. (Co-requisite: OT 633)

Level I Fieldwork (Psychosocial Dysfunction) – OT647 – 1 credit hour: A one-week rotation that is taken in conjunction with OT 642. The student is expected to integrate content from Psychosocial Occupational Therapy II into a practice setting. Course is taken on a pass/fail basis. (Co-requisite: OT 642)

Level II Fieldwork, Spring* – OT752 – 12 credit hours: An in-depth (full-time for 12 weeks) supervised experience with responsibility for providing occupational therapy services to clients with various occupational performance deficits. Prerequisite: Successful completion with a grade of "C" or higher of all didactic work scheduled for completion prior to the start of the Fieldwork

Level II Fieldwork, Elective – OT753 – 8 credit hours: An in-depth (full-time for 8-12 weeks) supervised experience with responsibility for providing occupational therapy services to clients in a selected interest area. (Prerequisites: OT 751, OT 752)

Level II Fieldwork, Fall* – OT751 – 12 credit hours: An in-depth (full time for 12 weeks) supervised experience with responsibility for providing occupational therapy services to clients with various occupational performance deficits. (Prerequisite: OT 751, successful completion with a grade of "C" or higher of all didactic work scheduled for completion prior to the start of the Fieldwork)

Neuroscience – OT611 – 4 credit hours: A study of the development, structure, and function of the central and peripheral nervous systems, including the autonomic nervous system. Blood supply, sensory and motor systems, pain mechanisms, receptors, reflex pathways, and consequences of lesions of the nervous system at various levels are also discussed. Clinical case analysis in neurorehabilitation and neuropsychology is introduced.

Occupational Analysis I – OT545 – 2 credit hours: Introduction to and application of occupational analysis in relation focusing on play, leisure, and social participation. Concepts of grading and adapting occupations will be explored and opportunity will be given to apply principles of the teaching-learning process. (Prerequisite: OT 512)

Occupational Analysis II – OT615 – 2 credit hours: Continuation of Occupational Analysis I. Principles of occupational analysis, grading, and adapting are applied to basic and instrumental activities of daily living. Community resources as well as issues of accessibility are addressed. (Prerequisites: OT 545)

Occupational Analysis III – OT625 – 2 credit hours: Continuation of Occupational Analysis I and II. Principles of occupational analysis, grading, and adapting are applied to work and educational occupations. (Prerequisite: OT 545, OT 614, OT 623: Co-requisite OT 624).

Occupations Across the Life Span – OT513 – 3 credit hours: Knowledge of normal development, developmental tasks and age-specific activities and roles from birth through old age is vital to understanding the functional deficits and impact on activity participation resulting from injury, disease or developmental issues. The occupational therapist uses knowledge of normal development as a foundation to assess an individual's functional status and to develop an appropriate plan of care. This course covers the developmental process of physical, cognitive, and psychosocial development throughout the lifespan and its influences on activity participation and roles.

OT Theory and Philosophy – OT543 – 2 credit hours: Introduction to the core concepts of major theories and models of practice in occupational therapy.

Pathology – OT522 – 3 credit hours: An introduction to the basic pathological processes that underlie diseases. The fundamentals of general pathology covered include the mechanism of cell injury and healing, response to infection, and disorders of the immune system. The etiology, pathogenesis, and morphologic manifestations of disease in the major organ systems are discussed with emphasis on the relationship between pathology and the signs/symptoms of disease. An overview of the normal physiology necessary to understand the basic pathological process will be given. (Co-requisite: OT600)

Pediatric Occupational Therapy I – OT614 – 3 credit hours: This course presents the theoretical foundations and frames of reference of occupational therapy in the area of pediatric practice. Focus is on assessment and development of treatment objectives, and family-centered practice. The selection, administration and interpretation of standardized and non-standardized tests and evaluations commonly used in pediatric practice are explored. Issues related to various settings in pediatric practice are discussed. Documentation concepts (evaluation and goal development, IEP and IFSP) are discussed and practiced. (Prerequisites: OT 513, OT 533, OT 542, OT 600, and OT 601).

Pediatric Occupational Therapy II – OT624 – 3 credit hours: The focus of this course is pediatric treatment planning and intervention. Focus is on integrating specific theories and frames of reference into the treatment process. Organization, synthesis and use of data compiled from observations and testing measures is demonstrated and applied by students. Hands-on opportunities with treatment techniques and equipment are included. Completion of Level One Fieldwork is required. (Prerequisite: OT 614; Co-requisite: OT 625, OT 627).

Physical Disabilities I – OT623 – 3 credit hours: Theoretical foundations and frames of reference of occupational therapy for individuals with physical disabilities. Evaluation, treatment, and intervention for individuals with physical disabilities. The focus is on integrating specific theories and frames of reference into the evaluation and treatment process. (Prerequisites: OT 516, OT 533, OT 600, OT 601).

Physical Disabilities II – OT633 – 3 credit hours: Continuation of Physical Disabilities I. Focus is on evaluation, treatment, and documentation of skills and deficits for persons with various physical disabilities along the continuum of care. Level I fieldwork is required. (Prerequisites: OT 611, OT 623;Co-requisite OT 637, OT 625).

Physical Modalities – OT631 – 3 credit hours: Modalities and therapeutic interventions used to prepare the patient to engage in occupations. Course includes orthotics, splinting, and physical agent modalities. (Prerequisites: OT 601, OT 623)

Practice Issues and Trends in Occupational Therapy – OT644 – 2 credit hours: Current trends and issues within the occupational therapy profession, including the impact of legislative decisions, and changing practice roles and emerging practice areas are covered.

Practice Management in Occupational Therapy – OT635 – 3 credit hours: Principles of organization and management in the healthcare system today. Models covered include nonprofit, proprietary, entrepreneurial, and corporate facilities. Systems of managed care and changes in healthcare delivery are examined. Leadership theories and application to occupational therapy are explored.

Professional Development I – OT634 – 1 credit hour: First course in a series of two aimed to promote the growth and development of students to become reflective occupational therapy professionals who view themselves as lifelong learners. Includes an exploration of the role of occupational therapy in the promotion of health and the prevention of disease and disability.

Professional Development II – OT646 – 1 credit hour: Second course in a series of two aimed to promote the growth and development of students to become reflective occupational therapy professionals who view themselves as lifelong learners. This course includes a survey and re-examination of methods of assessment and intervention used by occupational therapists across a variety of medical, educational, and community based practice settings. Discussion related to students' experiences from Fieldwork Level I combined with additional practice scenarios are used to develop clinical reasoning regarding screening, assessment, intervention and transition planning across the continuum of care to prepare for Fieldwork Level II and for future entry-level OT practice.

Psychosocial Occupational Therapy I – OT632 – 3 credit hours: Theoretical foundations and frames of reference of occupational therapy for individuals with psychiatric conditions. Focus is on the evaluation of skills and deficits as related to frames of reference for persons with different psychiatric conditions. (Prerequisite s: OT 523, OT 600)

Psychosocial Occupational Therapy II – OT642 – 3 credit hours: Treatment planning and intervention for individuals with psychosocial conditions. Focus is on integrating specific theories and frames of reference into the treatment process. Level I fieldwork is required. (Prerequisite: OT 632, Co-requisite OT 647)

Technology and Occupational Therapy – OT641 – 3 credit hours: This is an exploratory course on current assistive technology for occupational therapy treatment and enhancement of function. Use of computers, switches, software programs, adaptive equipment, diagnostic, medical, and environmental controls are explored. Hands on exploration of a range of technology options covering areas including: seating/positioning, environmental access, communication, learning, and sensory impairments.

*All level II fieldwork must be completed within 24-months following completion of academic course work. Fieldwork placements will be scheduled at facilities throughout the United States. Students will be scheduled for a variety of experiences that reflect various age groups, diagnostic categories, and service delivery models

Research Project Courses

Directed Research – OT754 – 2 credit hours: Research under faculty supervision. Requires filing of course objectives with the designated faculty mentor(s).

Methods of Data Analysis – HS532 – 3 credit hours: Development and application of graduate level knowledge and skills regarding methodologies and statistics appropriate in descriptive and experimental research. Statistical software programs will be utilized to enhance student understanding and application of course material.

Research Directed Study – HS612, HS622, HS632, HS642, and HS652 - 1 credit hour each: Research under faculty supervision. Requires fulfillment of course objectives with designated faculty mentor(s).

Research Methods and Design – HS522 – 3 credit hours: Development and application of graduate level knowledge and skills related to research methods in health sciences. Completion of this course will assist the student in the development and completion of a research proposal including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application.

Master of Science in Occupational Therapy – online

The Master of Science in Occupational Therapy (Advanced MS in OT) is a post-professional degree for practicing occupational therapists holding a bachelor's degree but wishing to enhance their clinical skills and professional status. This distance education program will allow the occupational therapist to build upon existing experience, strengthen academic foundations, improve critical reasoning skills, and increase the ability to practice in varied clinical and administrative settings.

Although faculty and students "meet" in online classroom environments, clinical (practice related) experiences are required to complete several of the core "Professional Practice" courses. Advanced MS in OT students are encouraged to use their current practice settings to meet this requirement. In the event that a student is not employed or practicing at the time of a particular course requiring a clinical experience, the student is responsible for identifying and gaining access to a clinical practice setting applicable to the assignments required in the course.

The Advanced MS in OT program requirements also include completion of a Capstone Project designed to promote students' development of practice-based scholarship. Through a series of three Capstone courses students have the opportunity to develop, implement and document a project related to their professional interests while participating in this experience along with a cohort group of their peers and the tutelage and support of faculty.

Length of Program

A.T. Still University's (ATSU) Post-Professional Master of Science in Occupational Therapy degree requires a minimum of 42 quarter credit hours. The AMOT Program's flexible design makes it possible to complete the degree in two years, on average.

Admissions

Application Process

Applicants will need to create an account at https://apply.atsu.edu for access to the online application. Instructions are included on how to complete the application and provide us with all required documentation. If you have any questions regarding the online application, please contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu.

Admission Requirements

Applicants for admission to the Advanced MS in OT program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have earned a minimum overall undergraduate GPA of 2.75 on a 4.0 scale and a minimum Occupational Therapy program GPA 2.75 on a 4.0 scale.
3. Applicants will have earned a bachelor's degree or higher from a regionally accredited college or university.
    a. Applicants who have graduated from a non-US college or university must submit acceptable evidence of U.S. degree/course equivalency and must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree.
4. Official sealed transcripts from all institutions attended must be submitted prior to matriculation.
5. Initial certification as an occupational therapist from the National Board for Certification in Occupational Therapy.
    a. International applicants are eligible to apply, but must show proof of certification or eligibility to practice as an occupational therapist that is equivalent to OT certification and licensure in the United States and have earned an OT degree from an OT Program recognized by the World Federation of Occupational Therapy.
6. No GRE is required for admission

7. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
    a. Advanced MS in OT minimum TOEFL score requirements:
        i. TOEFL Paper based total score = 550
            1. Minimum of 56 on Reading Skills section
            2. Minimum of 61 - 62 on Writing Skills section
        ii. Computer based total score = 213
            1. Minimum of 22 on Reading Skills section
            2. Minimum of 26 on Writing Skills section
        iii. Internet based total score = 80
            1. Minimum of 21 on Reading Skills section
            2. Minimum of 24 on Writing Skills section
8. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Graduation Requirements

To earn a Master of Science in Occupational Therapy degree online, all students must:

1. Complete all prescribed didactic and clinical courses and the terminal project.
2. Pass all courses with a minimum grade of "C" or higher, maintain a 2.70 or higher cumulative GPA on a 4.0 scale, and pass all comprehensive exams when applicable.
3. Complete the Program within a 5 year period from matriculation.
4. Discharge all financial obligations to ATSU.
5. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website).
6. Ensure that the mailing address in the CampusNexus Student Portal is current. This is the address where the diploma will be mailed.
7. Attending commencement is not required but highly recommended.

Curriculum

The program of study is divided into four areas:

1. Professional Practice: The Professional Practice area courses provide the student with a firm foundation in the practice of occupational therapy and the issues and concerns of a graduate health profession. This area includes 9 required credits.
2. Critical Inquiry & Analysis: The Critical Inquiry courses provide the student with formal skills in critical inquiry and decision-making. Students learn to use the research literature and technology resources to establish interventions based on scientific evidence and best professional practices. This area includes 12 required credits.
3. Electives: Clinical practice areas of specialization or interest are offered for the practicing therapist. Students may choose from general practice, pediatric, or management specialty areas. Electives may be chosen (when offered) from the OT courses listed below, from several physical therapy courses listed below, or from any course offered by ATSU's College of Graduate Health Studies. 12 elective credits are required.
4. Capstone Experience: The Advanced MS in OT Capstone Experience includes an integrating and culminating project that allows each student to explore an area of professional interest. Under supervision of OT faculty, each student develops and implements a project that exemplifies practice-based scholarship and furthers the profession's body of knowledge. The projects are completed over the course of a consecutive three-quarter sequence and include the involvement of the same cohort of peers throughout the overall three course sequence. There are 9 required credits among the Capstone Experience courses.

Course Descriptions and Credit Values

Professional Practice Courses

Advanced Theory & Philosophy in Occupational Therapy – OT802 – 3 credit hours: This course is a review, discussion, and analysis of the current theoretical and philosophical basis for occupational therapy practice.

Issues in Diverse Populations and Settings – HP814 – 3 credit hours: The role of culture in healthcare will be explored. Emphasis will be placed on students learning to recognize and negotiate cultural differences and assessing intercultural interactions and interventions in their own practice.

The Critical Inquiry courses provide the student with formal skills in critical inquiry and decision-making. Students learn to use the research literature and technology resources to establish interventions based on scientific evidence and best professional practices.

Trends in Occupational Therapy – OT803 – 3 credit hours: Current practice issues and trends within the occupational therapy profession are studied.

Critical Inquiry & Analysis Courses

Evidence Based Practice I – OT811 – 3 credit hours: First course in a series of two on the topic of evidence-based practice (EBP). This first EBP course provides an introduction to the concept of EBP, discusses the fundamental need to structure EBP within the framework of occupational therapy practice, and introduces students to the key underlying components and stages of EBP. The course provides students with the opportunity to, not only gain theoretical knowledge about the stages, but also engender skills that will allow them to begin to implement these in their practice.

Evidence Based Practice II – OT812 – 3 credit hours: This course is the second in the series of two evidence-based practice (EBP) courses. Building on the EBP skills learned during OT 811, this course follows an evidence-based journal club format, involving small group work in a specific clinical area, offering students the opportunity to further enhance their EBP skills through implementation of the EBP process in additional exploration of clinical questions. Emphasis is also placed on reflecting upon and examining how the clinical reasoning processes underlying EBP influence one's clinical decision-making and practice. (Prerequisite: OT 811)

Research Methodology – OT807 – 3 credit hours: A survey of basic quantitative and qualitative research designs and methods used in research relevant to the practice of occupational therapy. Emphasis is placed on learning how to critically evaluate research and become a better consumer of it.

Statistics – OT808 – 3 credit hours: Through this course students become acquainted with, and develop a better understanding of, the statistical methods and techniques most commonly utilized in healthcare and education research. Interpretation of results of statistical analyses and assessment of the appropriateness of test selection are presented.

Capstone Experience Courses

Capstone Experience in Occupational Therapy I – OT880 – 3 credit hours: First course in a series of three for the M.S. in Advanced Occupational Therapy Studies Capstone Experience. During the first half of this course, students identify, develop, and articulate their ideas for their capstone terminal projects. During the second half of the course, students identify, locate, and review literature and other sources of information pertinent to their projects (that will provide a foundation for proceeding with the work they propose to do as their actual capstone project). (Pre-requisite: completion of at least 18 credits of the AMOT Program curriculum; permission of the AMOT Program Director)

Capstone Experience in Occupational Therapy II – OT881 – 3 credit hours: Second course in a series of three for the M.S. in Advanced Occupational Therapy Capstone Experience. During this second part of the course sequence, students develop proposals for their capstone projects. Students also serve as "advisors" and reviewers of their peers' project proposals. (Pre-requisite: OT 880)

Capstone Experience in Occupational Therapy III – OT882 – 3 credit hours: Third course in a series of three for the M.S. in Advanced Occupational Therapy Studies Capstone Experience. During this third part of the course sequence, students will implement their capstone projects, document their project experiences, produce final "products" or "artifacts" associated with their projects, write a paper about their project using OT Practice Author Guidelines and consider potential venues for future dissemination and publication. Students will also serve as "advisors" to their peers and reviewers of their peers' progress reports and summaries. (Pre-requisite: OT 881)

Elective Courses

Addressing the Needs of the Medically Fragile Child – OT849 – 3 credit hours: The role of OT intervention in school and home environments for the medically fragile child is explored.

Advances in Sensory Integration Theory and Practice – OT842 – 3 credit hours: Focus of study will be the theoretical foundation, research, and current treatment methods of sensory integration theory and practice.

Application of Technology to Occupational Therapy Practice – OT845 – 3 credit hours: Current technology utilized for occupational therapy practice and treatment of dysfunction. Use of computers, switches, software programs, adaptive equipment, diagnostic, medical, and environmental controls are explored.

Business Planning – HP836 – 2 credit hours: This course includes discussions on business planning, including strategic planning, financial management, personnel management, and physical resource management as it relates to the healthcare industry.

Critical Thinking in Pediatric Intervention – OT844 – 3 credit hours: This course will explore in depth the foundation, research efficacy, similarities, and differences among the theoretical frameworks commonly employed by occupational and physical therapists working with children in a variety of contexts. Students will evaluate best practice in clinical application with a variety of diagnoses.

Delivery Systems, Legislation and Regulation – HP834 – 2 credit hours: This course includes discussion of delivery systems, legislation, and regulation, including measuring access to and outcomes of different healthcare delivery models, public health policy, political systems, reimbursement models, ethical issues, and advocacy to improve healthcare policy. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations

Early Intervention: Working with Children 0-3 and Their Families – OT843 – 3 credit hours: Overview of federal legislation involving the role of OT in early intervention will be discussed. Study will focus on OT programming in natural environments, family-centered practice, goal writing for the IFSP, and transition planning to preschool.

Health and Wellness – HP815 – 2 credit hours: This course includes discussion on the theories of health and wellness, including motivational theory, locus of control, public health initiatives, and psycho-social, spiritual, and cultural considerations. Health risks, screening, and assessment considering epidemiological principles are emphasized. Risk reduction strategies for primary and secondary prevention, including programs for special populations are covered.

Holistic School-Based Practice – OT833 – 3 credit hours: This course holistically addresses OT practice in school systems settings. Topics include, but are not limited to, IDEA, ADA 504, psychosocial intervention, and transition planning.

Independent Project – OT850 – 1 credit hour: Independent investigation of a topic of interest. Approval of independent study option is by the faculty and chair of the Department of Occupational Therapy.

Issues in Geriatric Practice – OT847 – 3 credit hours: This course holistically addresses issues and intervention practices with geriatric populations. Topics to be covered include, but are not limited to, occupations of the elderly, adaptations for healthy living, and mental health issues.

Issues in Pediatric Practice – OT841 – 3 credit hours: Focus of study will be evaluation of the strengths and limitations of various treatment methods and modalities used in pediatric practice.

Pharamacology – PT806 – 3 credit hours: This class is a study of basic pharmacological concepts as applied to physical therapy patient management. The major classes of drugs seen in physical therapy practice settings are covered. Application of pharmacology concepts to the practice of physical therapy will also be included. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Reimbursement Systems, Issues and Strategies – HP835 – 2 credit hours: This course includes a review of different reimbursement systems in healthcare to include Medicare, Medicaid, fee-for-service, capitation, workers' compensation and contractual care. Issues in reimbursement and strategies for overcoming challenges of reimbursement in rehabilitation will be covered.

Special Topics in Occupational Therapy – OT875 – 3 credit hours: Special topic colloquium the focus of which changes year to year, allowing for in-depth exploration of a particular content area of interest to the field of occupational therapy.

Department of Physician Assistant

Because of their close working relationship with physicians, physician assistants are educated in the medical model designed to complement physician training. Students in ATSU-ASHS' intensive master's and advanced master's physician assistant programs develop proficiencies in many areas: taking medical histories and performing physical examinations, ordering and interpreting lab tests, prescribing medications, assisting in surgery and counseling patients. Faculty and staff work closely with students, helping them develop professional attributes and clinical problem-solving skills necessary for efficient and optimal patient care. Upon graduation, physician assistants take a national certification examination developed by the National Commission on Certification of Physician Assistants (NCCPA).

Programs offered through the Department of Physician Assistant include the:

- Master of Science in Physician Assistant Studies – residential
- [Advanced] Master of Science in Physician Assistant Studies – online
- Certificate in Psychiatry and Behavioral Health

Department Mission Statement

The A.T. Still University Department of Physician Assistant Studies provides a learning-centered education that develops exemplary physician assistants who deliver whole person healthcare with an emphasis on underserved populations and will be the nation's leading provider of competent physician assistants who will serve populations in need by providing care to the body, mind and spirit.

The Department advocates and values the following:

- A commitment to service
- Personal honesty and integrity
- Professionalism in practice
- Motivation to excel
- Compassion and Caring
- Teamwork

The Department educates physician assistants with a philosophy that patients come first. We instill in students the concept of addressing the entire patient through the body, mind, and spirit. This philosophy has, at its core, the tenant that healing is more than treatment of a medical diagnosis. Our practitioners recognize the interconnection of the body (physical nature), the mind (psychological and emotional) and the spirit (spiritual and/or religious). Our graduates address the "whole patient" through competent medical treatments, application of educational and preventive strategies, psychological support, and value of each individual's spiritual beliefs.

Master of Science in Physician Assistant Studies Program – residential

Physician assistants are health care professionals licensed to practice medicine with physician supervision. Common services provided by physician assistants include taking medical histories and performing physical examinations, ordering and interpreting lab tests, prescribing medications, assisting in surgery and counseling patients. Physician assistants are trained through an intense education program.

Because of their close working relationship with physicians, physician assistants are educated in the medical model designed to complement physician training. Upon graduation, physician assistants take a national certification examination developed by the National Commission on Certification of Physician Assistants (NCCPA).

Length of Program

The residential Physician Assistant Program is an entry-level, 26 month course of study that leads to a Master of Science degree upon successful completion. The curriculum includes 41 courses and 151 credit hours.

Admissions

Application Process

ASHS' MS in PA program participates in a centralized application processing service called the Centralized Application Service for Physician Assistants (CASPA). Applications may be obtained through CASPA at www.caspaonline.org.

Please refer to the CASPA application instructions for specific details about completing the application, required documents, and processing time. Questions regarding the CASPA account may be directed to CASPA at 617.612.2080 or by email at caspainfo@caspaonline.org. All other questions may be sent to Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237.

Application Deadline

The CASPA application cycle begins in mid-April of the academic year preceding the year in which the applicant plans to matriculate. A completed application must be submitted to CASPA by September 1. All secondary applications must be verified by November 1 to be considered.

Program enrollment is based on a rolling admissions policy. Applications are reviewed in the order in which they are received, thus applicants are encouraged to apply early.

Admission Requirements

Applicants for admission to the residential Master of Science in Physician Assistant Studies program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. The applicant must have achieved a minimum 2.75 cumulative grade point average overall (3.00 or higher strongly recommended) and a minimum 2.75 cumulative science grade point average (3.00 or higher strongly recommended) on a 4.00 scale.
3. Candidates accepted for admission to the ASHS PA Program will have earned a baccalaureate degree or higher from a regionally accredited college or university (no equivalency will be accepted).
4. Applicants must successfully complete all prerequisite courses with a grade of "C" or higher prior to the program start date. All prerequisite coursework must be completed from a regionally accredited institution (no equivalency will be accepted.)
    a. Human Anatomy with lab (recommended that course be completed within 5 years of application date) minimum 4 semester credits.

b. Human Physiology with lab (recommended that course be completed within 5 years of application date) minimum 4 semester credits.
c. If you have taken a combined Anatomy & Physiology course, you must have two or more semesters (each with lab).
d. Microbiology (recommended that course be completed within 5 years of application date) minimum3 credits.
e. Biochemistry - minimum3 credits
f. College algebra or statistics - minimum 3 credits
g. Medical Terminology (1-3 credits)

5. Applicants are required to submit three letters of recommendation from professionals to CASPA. Please refer to the CASPA application instructions for specific guidelines and requirements for submitting letters of recommendation.
    a. The first letter should be from an employer or supervisor.
    b. The second letter should be from a healthcare practitioner (physician, physician assistant or nurse practitioner).
    c. The third letter should come from a science faculty member.
6. The Graduate Records Exam (GRE) is NOT required for admission.
7. A minimum of 100 community service hours is strongly recommended.
8. Applicants are strongly encouraged to obtain patient care experience, sufficient to recognize the physical and psychological demands of dealing with patients and to appreciate the challenges and rewards of being a healthcare professional.
9. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
10. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

NOTE: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All requests for withdrawing an application must be done in writing via email, fax, or letter. Applicants are encouraged to check all email folders in the rare event our email is filtered into a spam or junk mail folder.

Applicants who are considered potential candidates will be required to visit ASHS to participate in an applicant interview process.

Minimal Technical Standards for PA

In addition to the technical standards established by the University that applies to all students, the program has established the following technical standards:

1. Students must be able to observe and participate in all demonstrations, visual presentations in lectures and laboratories, and computer assisted instruction. In addition, students must be able to observe laboratory evidence and microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states.
2. Students must be able to observe patients accurately and completely, both at a distance and closely. This ability requires functional vision, hearing and somatic sensation.
3. Students must be able to problem solve, collect, organize, prioritize, analyze and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings. Students must be able to analyze, integrate, and apply this information appropriately for problem solving and decision-making.
4. Students must be able to comprehend three dimensional relationships and the spatial relationships of structures.

5. Students must have sufficient use of the senses of vision, hearing and smell necessary in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity and posture in addition to the psychomotor abilities to allow the performance of all skills/tests in the physical exam. Students must be able to perform inspection, palpation, auscultation and percussion.
6. Students must be able to relate to patients and family members and establish an empathetic, professional and effective relationship with patients and families including not only speech but reading and writing.
7. Students are expected to be able to communicate the results of the examination to the patient and to their colleagues with accuracy, clarity, and efficiency in oral, written and electronic formats.
8. Students are expected to possess the ability to work collaboratively with all members of the healthcare team.
9. Students must have motor function sufficient to execute movements reasonably required to provide general care and emergency treatment to patients. Such skills require coordination of gross and fine muscular movements, equilibrium and sensation.
10. Students should be able to manipulate equipment and instruments to perform basic laboratory tests and procedures required to attain curricular goals (e.g. needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel).
11. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training.
12. Students must have the emotional health to fully use their intellectual ability, exercise good judgement, and complete all responsibilities attendant to the diagnosis and care of patients.
13. Students must be able to tolerate physical, mental, and emotional stress in training and continue to function effectively.
14. Students must possess qualities of adaptability, flexibility and be able to function in the face of uncertainty. A student must have a high level of compassion for others, motivation to serve, integrity, and a consciousness of social values.
15. Students must possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
16. Students must be able to accept criticism and respond by appropriate modification of behavior.
17. Students are expected to be able to display appropriate judgment in the assessment and treatment of patients. In addition, students must be able to learn and demonstrate the ability to recognize limitations in their knowledge, skills and abilities and to seek appropriate assistance with their identified limitations.
18. Students are expected to possess perseverance, diligence, and consistency to complete the physician assistant curriculum and enter into the practice of medicine as a certified and licensed physician assistant.

Graduation Requirements

To earn a Master of Science in Physician Assistant Studies degree, all residential students must:

1. Complete all prescribed didactic and clinical courses and all requirements as listed in the Department of Physician Assistant Studies Policies, Procedures and Didactic Handbook and Clinical Component Handbook.
2. Pass all courses and all comprehensive exams.
3. Discharge all financial obligations to ATSU.
4. Attend commencement activities.

Curriculum

The curriculum in the PA program includes didactic clinical experiences. The didactic year clinical experience program is designed to provide students with the opportunity to experience the real life application of the information they are being exposed to in the didactic curriculum. The program is also a chance for students to emulate experienced providers as role models in the application of effective interpersonal skills and patient education techniques to patient care. Students should also reflect upon their own emotions and non-clinical awareness and learning.

Matter of Balance Falls Prevention

This award winning national program is coordinated by the A.T. Still University (ATSU) Aging Studies Project. Students will participate in a full day training program and then be assigned to Interprofessional Experience (IPE) teams (where possible). Student teams will be placed throughout the greater Phoenix area to conduct the program.

The Heart Failure Project

This program is conducted in association with Banner Health and East Valley Adult Resources, Inc. to supply patient education post hospital discharge focused upon patient self-management and quality of life improvement with the goal of reducing readmission to the hospital for cardiac patients.

Following completion of an online training modules, students are assigned in pairs (IPE where able to deliver the program to an assigned specific patient and follow an approved written education script. It is expected that PA students will participate in the heart failure project two times in the course of the didactic year.

Typical Course Schedule

A typical course schedule consists of the following:

Didactic Component and Didactic Clinical Experiences Courses

- Clinical Anatomy
- Body, Mind and Spirit I
- Body, Mind and Spirit II
- Body, Mind and Spirit III
- Body, Mind and Spirit IV
- Clinical Medicine: Behavioral Health
- Clinical Medicine: Cardiology
- Clinical Medicine: Dermatology
- Clinical Medicine: EENT
- Clinical Medicine: Endocrinology
- Clinical Medicine: Gastroenterology
- Clinical Medicine: Musculoskeletal
- Clinical Medicine: Neurology
- Clinical Medicine: Nephrology & Urology
- Clinical Medicine Practicum I
- Clinical Medicine Practicum II
- Clinical Medicine Practicum III
- Clinical Medicine Practicum IV
- Clinical Medicine: Pulmonology
- Clinical Medicine: Women's Health
- Clinical Skills I
- Clinical Skills II
- Clinical Skills III
- Clinical Skills IV
- History & Physical Examination I
- History & Physical Examination II
- History & Physical Examination III
- History & Physical Examination IV
- Introduction to Biomedicine, Disease Pathogenesis, & Pharmacotherapeutics
- Introduction to Body-Mind-Spirit Seminar
- Introduction to Clinical Medicine
- Introduction to Patient Assessment
- Introduction to Pharmacology
- Medical Physiology

Supervised Clinical Practice Experiences

- Behavioral Health
- Elective
- Emergency Medicine
- Family Medicine
- General Surgery
- Internal Medicine
- Pediatrics
- Transition to Practice
- Women's Health

Course Descriptions and Credit Values

Didactic Component Courses

The Body, Mind and Spirit Seminar series is a five course series (Summer, Fall, Winter, Spring, and Summer) that exposes the student to seminal material germane to the role of the practicing physician assistant. Foundational topics in the following areas will be presented over the five terms in this course series: Professionalism (including intellectual honesty); Cross Culturalism and Care of Diverse Patient Populations; Interprofessional Team Concepts; Health Care Delivery Systems; Evaluation of the Medical Literature; Concepts of Public Health; Patient Safety and Prevention of Medical Errors; Ethical Practice; PA Professional Issues; Development and History of the PA Profession and Spirituality in Medicine.

It is important for the student to understand the relationships between material presented in this course and that presented in other courses and experiences in the curriculum. Material presented in one area should be recognized as complementary to and not apart from that presented in other arenas.

The course will present the student with opportunities to accomplish the stated objectives through a variety of methods that may include but are not limited to: lecture, discussion, simulated patient encounters, and performing case presentations. Collaborative and individual exercises will be used to promote retention of presented course material and also to simulate clinical situations to increase critical thinking skills.

1. **Body, Mind and Spirit I – MSPA5065 – 1 credit hour**
2. **Body, Mind and Spirit II – MSPA5095 – 1 credit hour**
3. **Body, Mind and Spirit III – MSPA5130 – 1 credit hour**
4. **Body, Mind and Spirit IV- MSPA5160 – 1 credit hour**
5. **Introduction to Body-Mind-Spirit Seminar – MSPA5030 – 1 credit hour**

Clinical Anatomy – MSPA5010 – 3 credit hours: Clinical Anatomy is a review of clinically relevant human anatomy using a regional approach. Lecture and three dimensional laboratory components of this course emphasize the clinical relevance of each anatomical area considered. Nonpathological radiological anatomy is reviewed.

The Clinical Medicine Practicum series is a four course sequence which places students in supervised clinical patient care settings throughout their didactic education. Students will learn the art of medicine from PAs, physicians, and other health care providers in a variety of care environments and specialities. Through a partnership with local rehabilitation centers, students will have the opportunity to complete comprehensive history and physical exams on patients with complex acute and chronic disease profiles, applying their didactic education as they learn. Students will provide readmission prevention patient education for cardiac patients and falls prevention for at-risk adults through ATSU's Heart Failure Project and Falls Prevention Project.

1. **Clinical Medicine Practicum I – MSPA5070 – 1 credit hour**
2. **Clinical Medicine Practicum II – MSPA5100 – 1 credit hour**
3. **Clinical Medicine Practicum III – MSPA5135 – 1 credit hour**
4. **Clinical Medicine Practicum IV – MSPA5165 – 1 credit hour**

Didactic Clinical Experiences

The Clinical Medicine series is an eleven course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis and management across the life span. Building upon the material that is presented in the foundations of medicine courses, each course in the clinical medicine series will provide instruction covering a system body system, developing an understanding of the pathophysiologic basis of disease (including genetics and molecular mechanisms of disease), generating systems-specific differential diagnoses, ordering and interpreting diagnostic studies, and formulating and implementing pharmacologic and non-pharmacologic treatment plans. Special emphasis will be given to the major principles of pharmacology, including concepts of drug absorption, distribution, metabolism, and elimination. Medications covered will include those most commonly used in the care and treatment of the system-specific conditions.

Students will be challenged to apply their knowledge through problem-based case scenarios to develop problem solving and medical decision-making skills in addition to completing written examinations. This program of study will prepare physician assistant students to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care to prenatal, pediatric, adult, and elderly populations.

The Clinical Medicine series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. History and Physical, Pharmacology and Body, Mind &, Spirit.

1. **Clinical Medicine: Behavioral Health – MSPA5120 – 3 credit hours**
2. **Clinical Medicine: Cardiology – MSPA5055 – 10 credit hours**
3. **Clinical Medicine: Dermatology – MSPA5085 – 3 credit hours**
4. **Clinical Medicine: EENT – MSPA5045 – 5 credit hours**
5. **Clinical Medicine: Endocrinology – MSPA5035 – 7 credit hours**
6. **Clinical Medicine: Gastroenterology – MSPA5080 – 9 credit hours**
7. **Clinical Medicine: Musculoskeletal – MSPA5110 – 7.5 credit hours**
8. **Clinical Medicine: Nephrology & Urology – MSPA5150 – 4.5 credit hours**
9. **Clinical Medicine: Neurology – MSPA5115 – Neurology – 6.5 credit hours**
10. **Clinical Medicine: Pulmonology – MSPA5050 – 5 credit hours**
11. **Clinical Medicine: Women's Health – MSPA5145 – 4.5 credit hours**

The Clinical Skills series is a four course sequence which provides hands-on training for clinical procedures common in current professional practice. Using low instructor-student ratios and medium- and high-fidelity manikins, students will gain familiarity with a range of clinical procedures while developing their bedside manner and confidence. Team-based care principles will be taught through formative simulation experiences. All students will obtain ACLS certification during this course sequence.

The Clinical Skills series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, History & Physical, and Body, Mind, Spirit.

1. **Clinical Skills I – MSPA5075 – 1 credit hour**
2. **Clinical Skills II – MSPA5105 – 1 credit hour**
3. **Clinical Skills III – MSPA5140 – 1 credit hour**
4. **Clinical Skills IV – MSPA5170 – 1 credit hour**

The History and Physical Examination series is a four course series that provides physician assistant students with techniques of taking a patient history and performing a physical examination. This course will also teach the PA student the proper use of medical diagnostic equipment, selected clinical procedures and effective skills for communicating with patients, their families and other health professionals. Students will learn and practice basic counseling and patient education skills. The courses will include classroom activities, laboratory sessions and clinical experiences.

Topics will be arranged on a systems basis and complement coursework in the clinical medicine lecture series to the extent possible by the logistics of scheduling. It is important for the student to understand the relationships between

material presented in this course and that presented in other courses and experiences in the curriculum. Material presented in one area should be recognized as complementary to and not apart from that presented in other arenas.

The course will present the student with opportunities to accomplish the stated objectives through a variety of methods that may include but are not limited to: lecture, discussion, simulated patient encounters, writing the details of a complete history and physical examination, writing problem specific history and physical examinations in the SOAP note format, and performing case presentations and actual clinical experiences. Collaborative and individual exercises will be used to promote retention of presented course material and also to simulate clinical situations to increase critical thinking skills.

The History and Physical Examination series has been carefully organized to present material system by system to promote interaction of material from parallel courses in the curriculum, i.e. Clinical Medicine, Clinical Skills, and Body, Mind, Spirit.

1. **History & Physical Examination I – MSPA5060 – 2 credit hours**
2. **History & Physical Examination II – MSPA5090 – 4 credit hours**
3. **History & Physical Examination III – MSPA5125 – 3 credit hours**
4. **History & Physical Examination IV – MSPA5155 – 2 credit hours**

Introduction to Biomedicine, Disease Pathogenesis, & Pharmacotherapeutics – MSPA5015 – 5 credit hours: This course provides a foundation in recognizing the differences between normal and disease states by integrating basic concepts in genetics, molecular biology, microbiology, physiology and pathology. Emphasis is placed on studying the various mechanisms of disease etiology and how they relate to pharmacotherapeutic intervention. Basic pharmacokinetic and pharmacodynamics principles are covered in this course, along with autonomic pharmacology; analgesics; anti-neoplastic agents; and immune-modulating therapies.

Introduction to Clinical Medicine – MSPA5025 – 2 credit hours: Introduction to Clinical Medicine will orient students to the method and perspective used to apply basic science knowledge to diagnose and treat clinical manifestations of disease and disorder. A cursory overview of diagnostic tools will be introduced to include laboratory tests and radiologic imaging (in concert with the Anatomy course).

Students will also explore aspects of health promotion and disease prevention in the primary care setting. A wide range of variables are discussed that include lifestyles, nutrition, cultural diversity and social-economic factors. Current strategies (tests, evaluations, and examinations) used in preventive medicine are reviewed by age group and gender.

Introduction to Patient Assessment – MSPA5040 – 4 credit hours: Introduction to Patient Assessment provides fundamental methods for obtaining and presenting a complete screening medical history and physical examination. Techniques for conducting a physical examination are covered. Instructional methods include lecture, group discussion, role-playing (is this accurate?), and labs. Students conduct interviews and physical examinations under supervision. Students are expected to spend additional time outside of class performing physical exams, and preparing for presenting case information and findings.

Supervised Clinical Practice Experiences

Clinical experiences will average approximately 40 hours per week on site, in patient-related care. Some clinical experiences may involve slightly shorter (no less than 36 hours per week) or longer hours (no more than 80 hours per week), evening, weekend or on-call responsibilities. The preceptor will determine the student's onsite schedule and clinical responsibilities. Students must adhere to each clinical experience schedule and to all assignments developed by the preceptor. If this is not possible in any given week at a specific clinical site, the student is to notify the clinical team in advance.

Patient-related care includes evaluating and treating patients, charting and appropriate paperwork (written or electronic), case presentations, discussions with the preceptor, and other duties as applicable.

1. **Elective I – PA-671 – 4 credit hours**

2. **Elective II – PA-672 – 4 credit hours**
3. **Emergency Medicine – PA-665 – 4 credit hours**
4. **Family Medicine I – PA-660 – 4 credit hours**
5. **Family Medicine II – PA-661 – 4 credit hours**
6. **Family Medicine III – PA662 – 4 credit hours**
7. **General Surgery – PA-668 – 4 credit hours**
8. **Internal Medicine – PA-663 – 4 credit hours**
9. **Pediatrics – PA-664 – 4 credit hours**
10. **Selective I – PA669 – 4 credit hours**
11. **Selective II – PA-670 4 -4 credit hours**
12. **Transition to Practice – PA-673 – 3 credit hours**
13. **Women's Health – PA-667 – 4 credit hours**

Master of Science in [Advanced] Physician Assistant Studies – online

A.T. Still University's (ATSU) Advanced Physician Assistant (APA) program offers the most direct path to APA credentials–even without a Bachelor's degree (additional admission requirements apply). Practicing Physician Assistants can begin immediately to pursue a Master of Science in Advanced Physician Assistant Studies from ATSU's Arizona School of Health Sciences (ASHS).

ATSU's Master of Science in Advanced Physician Assistant Studies online is a post-professional program that offers concentrations in either Clinical Medicine or Education/Leadership, with flexibility for working professionals.

This program is available only for licensed Physician Assistants.

Length of Program

The graduate physician assistant may take one or two years to complete the program of 40 credits over 8 courses.

Admissions

Application Process

Applicants will need to create an account at https://apply.atsu.edu for access to the online application. Instructions are included on how to complete the application and provide us with all required documentation. If you have any questions regarding the online application, please contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu.

Application Deadline

Students are accepted into the Advanced Physician Assistant Studies program each quarter. Application deadlines are eight weeks prior to the start of each quarter.

Admission Requirements

Applicants for admission to the online Advanced Physician Assistant Program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Applicants must have earned a minimum overall GPA of 2.50 on a 4.0 scale and minimum PA program GPA 2.5 on a 4.0 scale.
3. Applicants will have earned a Bachelor's Degree in Physician Assistant studies from a regionally accredited college or university, or an earned Associate or Certificate in Physician Assistant studies to be eligible for the non-bachelor equivalency option. (Please contact an Enrollment Counselor at 877.469.2878 for more information about the non-bachelor PA equivalency option).
4. Applicants are required to submit all official college or academic transcripts prior to matriculation.
5. Applicants will submit a curriculum vitae or detailed personal resume.
6. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
7. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Graduation Requirements

To earn a Master's of Science in Physician Assistant Studies online, all students must:

1. Complete all prescribed didactic and clinical courses
2. Pass all courses with a minimum grade of 'C' and all comprehensive exams when applicable
3. Discharge all financial obligations to ATSU
4. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
5. Ensure that the mailing address in CampusNexus Student Portal is current. This is the address where the diploma will be mailed.
6. Attending commencement is not required but highly recommended.

Curriculum

Courses offered in the Clinical Medicine concentration of the Advanced Physician Assistant degree program are designed to broaden the clinical knowledge and skill level of practicing physician assistants. In addition to the didactic course work, which may be completed 100 percent online, the Clinical Medicine concentration requires 400 hours of direct patient care. The physician assistant degree student may complete this at their place of employment.

Classes are concentrated, with students dedicating 10-15 hours of work per week, and the Advanced Physician Assistant degree program begins every quarter. This concentrated focus challenges students to meet the rigors of the comprehensive curriculum.

The Education/Leadership concentration of the Advanced Physician Assistant degree is designed for the physician assistant who wishes to gain advanced training in the theory and practice of educating healthcare professionals.

Course Descriptions and Credit Values

Assessment and Evaluation – APA633 – 5 credit hours: Student assessment and program evaluation are central to curriculum design. Student assessment seeks to determine how effectively students have learned content and skills. Program evaluation provides evidence of whether the instructional unit, program or course has been effective. This course will address these two topics. Students learn about educational assessment models and explore issues and trends in assessment and evaluation that may shape curriculum design. Other topics include testing & student assessment, program evaluation, and issues & trends in educational assessment and evaluation.

Clinical Medicine I-IV – APA620, APA621, APA622 and APA623 – 4 credit hours each: These are advanced clinical courses designed to augment and update existing clinical skills and knowledge of the physician assistant. Upon completing these courses, students will understand and be able to clinically apply advanced principles of evaluation, diagnosis, and management consistent with the physician assistant scope of practice. Evaluation of advanced case studies and discussions highlight this area of concentration.

Clinical Practice I-IV – APA660, APA661, APA662, and APA663 – 1 credit hour each: Students must document 400 hours of patient and hours logs for the entire program. Students are responsible for arranging clinical locations. In many instances, this will be in the PA's current practice setting.

Current Topics in Education – APA634 – 5 credit hours: This course presents a broad exploration of contemporary issues influencing higher education with an emphasis on medical education. Expertise will be fostered by exploring selected issues and trends in medical education and education as a whole. The student, whether new to academia or a veteran health professions educator, will expand their knowledge of critical issues confronting health educators through the course content.

Curriculum Development & Implementation – APA630 – 5 credit hours: Students explore topics such as: course goals and learning objectives, developing a syllabus, instructional design models, instructional delivery methods and evaluation tools. Other topics covered include: developing a course rationale, refining intended learning outcomes, forming and organizing units of a course, developing general teaching strategies, and planning course evaluations.

Educational Concepts – APA632 – 5 credit hours: This course is an introduction to educational concepts. Students gain an understanding of educational philosophy, major learning style theories and their application within educational practice. Students will identify their predominant learning and teaching styles and explore how to

incorporate various strategies to improve teaching effectiveness. This course examines the use of instructional design models to create materials that focus on the needs of learners in the health professions. Topics covered include: adult learning theories, pedagogy versus Andragogy, cooperative learning, assessment and evaluation.

Ethical Issues in PA Practice – APA503 – 4 credit hours: In this advanced intensive course, the student will review, analyze, and study the theories and themes of medical bioethics. Emphasis is on the role of the practicing physician assistant in the integration of practice with use of case study discussions.

Evidence-Based Medicine & Clinical Research Design – APA506 – 4 credit hours: This course introduces students to the concepts of evidence-based medicine and medical research design, while stressing the examination of the best available evidence as a basis for clinical decision-making. The student learns to construct well-built clinical questions and to perform medical literature searches that yield evidence-based results. Methods for critically appraising the medical literature are emphasized throughout the course, as well as strategies for maintaining medical knowledge.

Evidence-Based Medicine for Educators – APA506A – 5 credit hours: This course introduces students to the concepts and techniques of teaching evidence-based medicine and medical research design, while stressing the examination of the best available evidence as a basis for clinical decision-making. The student learns to construct well-built clinical questions and to perform medical literature searches that yield evidence-based results. Methods for critically appraising the medical literature are emphasized throughout the course, as well as, strategies for maintaining medical knowledge. In addition to completing the requirements for APA-506, this course will stress the teaching of EBM for clinical decision-making. The student will design teaching modules based on material in the APA-506 course.

Healthcare Delivery Systems – APA501 – 4 credit hours: This course will survey the U.S. healthcare delivery system and review financial issues. Particular focus will be on issues that directly affect the practicing physician assistant. The student will undertake an in-depth review of managed care, reimbursement and economic/financial issues.

Leadership & Administrative Issues in Higher Education – APA633 – 1 credit hour: This course is designed to provide the student with an introduction to the organization and management of health professions programs and to assist the student with developing skills necessary to contribute to the successful administration of a program. Students explore a variety of current topics in higher education, specifically related to PA or other health professions education. Topics covered include: academic law, understanding organizational structure in higher education, faculty - administration, contracts, academic rank & tenure, and budget. Students analyze case studies covering the following: academic dishonesty, remediation, the problem student, and instructor/student relationships.

Medical Writing – APA507 – 4 credit hours: This course is designed to provide the practicing healthcare provider with knowledge and skills in medical writing such as articles for biomedical journals, case reports, reports of clinical studies, review articles, editorials, and book reviews. Topics include: the writing process, writing technique, common writing problems, choosing the right journal, and working with journal editors and reviewers.

Medical Writing for Educators – APA507A – 1 credit hour: This course is designed to provide the practicing healthcare provider with knowledge and skills in medical writing such as articles for biomedical journals, case reports, reports of clinical studies, review articles, editorials, and book reviews. Topics include: the writing process, writing technique, common writing problems, choosing the right journal, and working with journal editors and reviewers. Students also investigate a chosen research topic through the development of a research proposal. In addition to completing the requirements for APA-507, the student will create and effective learning presentation based on the topic they researched and wrote about throughout the course.

PA Professional Practice Issues – APA505 – 4 credit hours: This course is a review, discussion, and analysis of the issues that face the practicing physician assistant. The student will learn about the future of the PA profession, including economic trends, reimbursement, nonclinical roles, and legal issues.

Technology in Education – APA637 – 5 credit hours: This course is designed to provide the student with an introduction to educational technology in the traditional and online education classroom. The course will also assist with developing skills in use and application of various educational technologies to meet instructional needs. Topics

covered include: using technology in the classroom, investigation of educational administrative software, and online education.

Certificate in Psychiatry and Behavioral Health

This completely online, competency-based, self-paced program is designed for Physician Assistants with at least one year of clinical practice experience in any practice specialty. The program includes 16 online competency modules (one non-credit Introduction module and 15 clinical modules) based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5®) standard diagnostic and classification criteria and the NCCPA Psychiatry CAQ blueprint. Each module covers disease etiology, prevalence and course; patient evaluation and screening; pharmacotherapy and management; and ethical and legal considerations of care. Students may enroll in a maximum of two modules concurrently (exclusive of the Introduction module).

Length of Program

This program is self-paced and has an estimated completion time of 12-24 months for the entire certificate. The program is comprised of 16 competency modules (courses); 15 semester hours of academic credit (one credit hour per module, no credit or tuition for the introduction module).

Admissions

Application Process

Applicants who are interested in the Certificate in Psychiatry and Behavioral Health program can locate an online application at http://www.atsu.edu/contact/apply or may contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu.

Application Deadline

There are eight rolling start dates per year, please contact online admissions for more information at onlineinquiry@atsu.edu or 1.877.626.5577.

Admission Requirements

Applicants for admission to the Certificate in Psychiatry and Behavioral Health Program must meet the following requirements prior to matriculation.

1. Applicants will hold a certification and/or licensure as a Physician Assistant.
2. Applicants will have at least one year of clinical practice experience (any practice specialty).
3. One Letter of Reference from a current or former employer must be provided.
4. Submission of an official college transcript(s) from all colleges and universities attended to the ATSU Online Admissions Office within 14 days of submitting the Admissions Agreement.
5. ASHS and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
6. International students: Acceptable internet based TOEFL minimum score= 80
7. Students are required to have a computer which meets minimum requirements prior to beginning the program, and agree to provide, at their expense, all required technology and internet connectivity for interactive and Web-based course sessions. Accepted applicants will be provided minimum software/hardware specifications.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

Certificate Completion Requirements

To earn a Certificate in Psychiatry and Behavioral Health, all students must achieve a grade of "Pass" in all 16 competency modules.

Curriculum

The program includes 16 online competency modules (one non-credit Introduction module and 15 clinical modules) based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5®) standard diagnostic and classification criteria and the NCCPA Psychiatry CAQ blueprint. Each module covers disease etiology, prevalence and course; patient evaluation and screening; pharmacotherapy and management; and ethical and legal considerations of care.

Typical Course Schedule

A typical certificate program timeline consists of the following (due to the self-paced nature of this program, completion times will vary):

Year 1

- Introduction
- Foundations of Psychiatric Practice
- Mood Disorders
- Anxiety & Trauma/Stress Disorders
- Sleep-Wake Disorders
- Schizophrenia Spectrum & Psychotic Disorders
- Personality Disorders
- Obsessive-Compulsive and Related Disorders

Year 2

- Substance Use Disorders
- Sexual Disorders
- Delirium, Dementia, and Cognitive Disorders
- Eating& Feeding Disorders
- Neurodevelopmental Disorders
- Somatic Symptoms Disorders
- Dissociative Disorders
- Gender Dysphoria

Course Descriptions and Credit Values

Anxiety & Trauma/Stress Disorders - PBHC7030 - 1 credit: This course explores the etiology and evaluation of patients presenting with Generalized Anxiety, Panic, Phobias, Acute Stress, PTSD and Reactive Attachment Disorder. Pharmacologic management options and alternative treatment plans are explored for patients that meet the diagnostic criteria for one/more anxiety & trauma/stress disorders. Moreover, students are familiarized with pertinent resources to facilitate patient education. Ethical and legal challenges facing patients and providers are discussed.

Introduction - *PBHC7000 – 0 credit hours: This non-credit competency module must be completed prior to completion of any other competency modules. This course reviews the program curriculum, competency –based education, program policies and procedures, grading, faculty information and online platform navigation.

Foundations of Psychiatric Practice - *PBHC7010 - 1 credit hour: This one-credit competency module must be completed prior to completion of any other competency modules (this course may be taken concurrently with PBHC7000: Introduction). Foundations of Psychiatric Practice introduces the use of the DSM-V, conduction of the Mental Status Exam, application and interpretation of psychiatric screening tools, modalities of therapy and ethical/ legal issues surrounding psychiatric practice.

Mood Disorders - PBHC7020 - 1 credit hour: This course includes the biomedical principles behind Bipolar Disorder (I & II), Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia) and Adjustment Disorder.

In addition, patient evaluation, pharmacotherapy and management, and ethicolegal principles specific to these diagnoses will be explored.

Sleep-Wake Disorders - PBHC7040 - 1 credit: Students learn to take a comprehensive sleep-related patient history in order to make an accurate diagnosis or diagnoses for the following sleep-wake disorders: Insomnia, Hypersomnolence, Sleep-Related Breathing Disorders, Restless Legs Syndrome/Willis-Ekbom Disease, Circadian Rhythm Sleep-Wake Disorders and Parasomnias. The range of treatment options available for the major sleep-wake diagnoses along with risks and benefits of common treatments are discussed. Furthermore, students learn how to provide clear, understandable and supportive patient education while taking into account and planning for all relevant cultural, ethical, and legal factors.

The following courses will be available beginning early 2017:

- **Schizophrenia Spectrum & Psychotic Disorders - PBHC7050 - 1 credit hour**
- **Personality Disorders - PBHC7060 - 1 credit hour**
- **Obsessive-Compulsive and Related Disorders - PBHC7070 - 1 credit hour**
- **Substance Use Disorders - PBHC7080 - 1 credit hour**
- **Sexual Disorders - PBHC7090 - 1 credit hour**
- **Delirium, Dementia, and Cognitive Disorders - PBHC7100 - 1 credit hour**
- **Eating& Feeding Disorders - PBHC7110 - 1 credit hour**
- **Neurodevelopmental Disorders - PBHC7120 - 1 credit hour**
- **Somatic Symptoms Disorders - PBHC7130 - 1 credit hour**
- **Gender Dysphoria - PBHC7140 - 1 credit hour**
- **Dissociative Disorders - PBHC7150 - 1 credit hour**

*PBCHC7000 and PBCHC7010 are prerequisites for all other competency modules

Department of Physical Therapy

ATSU-ASHS' doctorate, post-professional, and specialized residency physical therapy programs educate highly competent and professional physical therapists who work to restore movement and function through direct treatment, education, consultation, and management of rehabilitation resources. Graduates are dedicated to clinical excellence, leadership, and whole person health care to help patients achieve optimal health. A rigorous learner-centered curriculum emphasizes a hands-on approach to patient/client management and incorporates critical inquiry, cultural competence, service-learning, and inter-professional collaboration. Graduates will achieve competency in the diagnosis of, intervention for, and prevention of impairments, activity limitations, and participation restrictions related to movement, function, and health.

Programs Offered:

- Doctor of Physical Therapy - residential
- [Transitional] Doctor of Physical Therapy - online
- Neurologic Physical Therapy Residency Program - online
- Orthopedic Physical Therapy Residency Program - online

Doctor of Physical Therapy Program – residential

Physical therapists are healthcare professionals who work to restore movement and function through direct treatment, education, consultation, and management of rehabilitation resources. Physical therapy means the examination, treatment, and instruction of human beings to detect, assess, prevent, correct, alleviate, and limit physical disability, movement dysfunction, bodily malfunction, and pain from injury, disease, and other bodily and mental conditions. This includes the administration, interpretation, and evaluation of tests and measurements of bodily functions and structures; the planning, administration, evaluation, and modification of treatment and instruction, including the use of physical measures, activities, and devices for preventive and therapeutic purposes; and the provision of consultative, educational, and other advisory services for the purpose of reducing incidents and severity of physical disability, movement dysfunction, bodily malfunction, and pain.

The entry-level Doctor of Physical Therapy (DPT) program is a post-baccalaureate program that requires completion of didactic and clinical coursework, including a capstone project.

Program Mission Statement

The A.T. Still University Doctor of Physical Therapy Program is committed to educating highly competent and professional entry-level physical therapists who are dedicated to clinical excellence, whole person health care, cultural competence, critical inquiry, and lifelong learning.

Length of Program

The DPT entry-level program is a three-year degree program. Students are required to complete a minimum of 165-quarter credit hours to obtain the degree. The curriculum plan includes 53 required courses and 4 required comprehensive practical or written examinations.

Admissions

Application Process

ASHS' residential DPT program participates in a centralized application processing service called the Central Application Service for Physical Therapist (PTCAS). PTCAS provides a web-based service that allows applicants to submit a single application to multiple participating PT programs. All official transcripts and letters of reference are sent directly to PTCAS as part of the application process.

Applications may be obtained through PTCAS at www.ptcas.org. Questions regarding the PTCAS account may be directed to OTCAS at 617.612.2040 or by email at ptcasinfo@ptcas.org. All other questions should be sent to Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237.

Applicants meeting the minimum GPA requirements will be invited by ATSU via email to submit a secondary application. This application, in addition to a $70 application fee, must be submitted to ATSU for admission consideration.

Application Deadline

The deadline to apply with PTCAS for the ATSU-ASHS residential DPT program is January 15. Program enrollment is based on rolling admissions. Applicants are encouraged to apply early.

Admission Requirements

Applicants for admission to the residential DPT program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements

2. Applicants must have achieved a minimum 2.80 cumulative GPA and a 2.80 prerequisite GPA on a 4.0 scale. These GPAs are calculated and reported by PTCAS. The ATSU Admissions Department does not recalculate GPAs.
3. Applicants must have earned a baccalaureate degree.
4. Applicants must complete all pre-requisite courses prior to the start of school. Applicants with four or more outstanding pre-requisites will not be considered for admission. Applicants must show proof of enrollment in any pending pre-requisite courses by the end of the Spring quarter .
    a. Biology/Anatomy - Two courses in Human Anatomy and Human Physiology, each including lecture and lab (two semesters or quarters of lecture and lab). Example: Human Anatomy and Physiology I and II, Human Anatomy and Human Physiology, all with lecture and lab.
    b. Biology/Zoology - Two courses in Biology/Zoology, each including lecture and lab (two semesters or quarters of lecture and lab). Examples: General Biology I and II, Genetics, Molecular, Cellular and Microbiology, all with lecture and lab.
    c. General Chemistry - Two courses in Chemistry, each including lecture and lab. (two semesters or quarters of lecture and lab). Examples: General Chemistry I and II, Organic Chemistry, Inorganic Chemistry, all with lecture and lab.
    d. Physics - Two courses in Physics, each including lecture and lab (two semesters or quarters of lecture and lab). Examples: General Physics I and II, or College/University Physics I and II all with lecture and lab.
    e. Statistics - One course, minimum of 3 semester/4 quarter hours. Examples: Applied Statistics, Elements of Statistics, and Statistics of Bio-Sciences.
    f. Psychology - Two courses: One abnormal psychology and one either lifespan developmental or child psychology, minimum of 6 semester/9 quarter hours. No substitutes accepted.
    g. Exercise Physiology – One course, minimum of 3 semester/4 quarter hours.
5. Official transcripts for all college level courses must be submitted directly from the institution to PTCAS.
6. Applicants are required to obtain a minimum of 30 contact hours with a physical therapist in a variety of physical therapy settings prior to application submission. Exposure to multiple types of physical therapy practices such as, geriatrics, pediatrics, neurology and orthopedics is desired, and a consideration in the decision to offer admission. Students may contact hospitals, nursing homes and outpatient physical therapy clinics to meet the required observation hours. Observation hours do not have to be verified.
7. Applicants must submit Graduate Record Examination (GRE) Scores.
    a. Scores older than three years prior to admission year will not be accepted.
        i. The GRE general test Code for ASHS is 7695 listed under Arizona on the ETS website.
        ii. Applicants are required to have a minimum GRE of 140 for verbal and quantitative as well as a 3.0 on the writing score.
8. Letters of References: Specific information regarding letters of reference can be found in PTCAS. For the secondary application, applicants only need to supply the name of the references listed in the primary PTCAS application.

Applicants who are considered potential candidates may be required to participate in an applicant interview process. Personal interviews are conducted both on-site and by telephone. Dates are not released prior to reviewing an applicant's application.

Preferred Admission Articulation Agreements

ATSU-ASHS maintains admission agreements with Arizona State University (ASU), Grand Canyon University (GCU), Truman State University (TSU) and Chaminade University of Honolulu. More information on these admission agreements may be found at http://www.atsu.edu/ashs/programs/physical_therapy/articulationagreements.htm.

Minimal Technical Standards for PT

Introduction

The Department of Physical Therapy at A.T. Still University has a responsibility to the public to assure that its graduates are prepared to become fully competent and caring physical therapists. In order to fulfill this obligation, physical therapy students must safely and competently demonstrate the technical standards described in this document as well as in individual course requirements.

Technical standards (also called competencies) refer to the physical and mental abilities, skills, attitudes and behaviors that comprise cognitive, psychomotor, affective, and communicative domains of physical therapist practice and are required for admission, retention, and graduation. Technical standards apply to classroom, laboratories, and clinical settings. ATSU Doctor of Physical Therapy Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by ATSU.

A student is required to develop entry-level proficiency across all four domains (cognitive, psychomotor, affective, and communicative) to achieve satisfactory completion of the curricular requirements and to develop the qualities consistent with the profession of physical therapy. Entry-level proficiency is defined as the minimum knowledge, skills and abilities to practice independently, competently, legally, ethically, and safely as a licensed physical therapist. Students must meet all of these standards with or without reasonable academic adjustments. Students who have questions regarding academic adjustments should contact the Director-Learning Resources, 660-626-2424.

If a student cannot independently demonstrate the following competencies, it is the responsibility of the student to request an appropriate academic adjustment. The University will provide academic adjustments as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

In order to gain admission, matriculate, and remain a student in the Doctor of Physical Therapy Program at ATSU each student must be able to meet the program qualifications—including these technical standards, with or without academic adjustments. If it becomes apparent that either: a) the student cannot meet the technical standards even with academic adjustments; or b) the requested academic adjustment(s) would fundamentally alter the nature of the Doctor of Physical Therapy Program at ATSU or the practice of physical therapy in ATSU clinical education placements; or c) create a significant risk of harm to the health or safety of others, then an offer of admission may be withdrawn or a student may no longer be otherwise qualified for the program.

Domains

A brief description of each domain, along with a behavioral example, is provided below. These examples are representative but not all-inclusive. Additional details are outlined in individual course requirements and in the Department, the School of Allied Health and the University policies and procedures.

Cognitive Domain: The student must possess the cognitive abilities necessary to independently integrate information from courses in the basic, clinical, and behavioral sciences in order to problem-solve effectively during the patient/client management process. In order to achieve entry-level proficiency, students must progress from the basic skills of memorization, comprehension, and application to the advanced skills of analysis, synthesis and evaluation. Students also must be able to measure and calculate as well as use data collected to formulate and test hypotheses. Students must have the ability to communicate proficiently in English in both written and oral forms in a timely manner under high paced stressful environments.

Example: Physical therapy students must gather and integrate information pertaining to human anatomy and physiology, pathophysiology, medicine and related health care services, as well as psychosocial factors, in order to discern the nature of and to develop and implement a plan of care for a patient/client's actual or potential impairments, activity limitations and participation restrictions. Results of the patient/client management process must be communicated professionally orally and/or in written format with other patient care providers, patients and families.

Physical Domain: The student must be able to independently accomplish the physical demands of the work performed by physical therapists which are categorized as "medium" in difficulty. "Medium work" is defined as: "Exerting 20 to

50 pounds of force occasionally, or 10 to 25 pounds of force frequently, or greater than negligible up to 10 pounds of force constantly to move objects." (Department of Labor)

The physical therapy student also must possess the physical and sensorimotor abilities (including gross motor and fine motor skills, vision, hearing, and tactile and proprioceptive awareness) to perform the patient/client management elements of examination, evaluation, diagnosis, prognosis, and intervention in a timely manner. This includes possessing the physical abilities to conduct required examination and treatment procedures and communicate with patients about the proposed physical therapy management. This requires walking, standing, bending, and lifting to assist patients, while assuring the student's own safety as well as that of the patient. In addition, this requires the sensory skills for observational and discriminative capabilities to ensure patient and student safety.

Example: Students must observe, inspect, palpate, test, measure, position, and assist patients/clients with movement in order to determine the extent of, and intervene with, a patient/client's actual or potential impairments, activity limitations and participation restrictions.

Successful demonstration of psychomotor skills requires physical therapy students to:

1. Complete a task within a specified timeframe that is consistent with actual clinical practice in physical therapy. Actual clinical practice is determined through input from current practicing physical therapists who serve as clinical instructors or as advisors to the program. Time allotments are defined for each course, where relevant, by the:
    a. amount of time to execute the psychomotor skill (i.e., set the patient up, calibrate the equipment, apply the equipment, instruct the patient, perform the technique, remove the equipment, etc.)
    b. amount of time to perform the overall activity or task (i.e., read the chart, discuss the situation with the patient or instructor, answer questions prior to and at the conclusion of the performance of a psychomotor skill, complete necessary documentation)
2. Demonstrate the physical capacity (i.e., balance, strength, flexibility) to safely position themselves prior to assisting a patient/client with movement.
3. Demonstrate the physical capacity (i.e., balance, strength, flexibility) to safely position the patient/client prior to treatment and to assist (i.e., manually guide or lift) the patient/client, as indicated, with:
    a. Cardiopulmonary resuscitation
    b. Balance, coordination, flexibility, strength and functional exercises
    c. Positioning
    d. Movement in bed
    e. Transfers from one surface to another
    f. Ambulation on various surfaces
    g. Stair climbing
    h. Wheelchair mobility

Affective Domain: Students in the Department of Physical Therapy must be able to independently demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and self-motivation, as such qualities are assessed not only during the admissions process but throughout physical therapy education. Students must be able to exercise sound judgment, complete the responsibilities attendant to the evaluation and care of patients, and develop mature, sensitive, and effective relationships with patients. Students must be able to adapt to ever-changing environments, display flexibility, respect individual differences and learn to function in the face of uncertainties and stresses that are inherent in the educational process, as well as the clinical problems of many patients. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.

Communicative Domain: Physical Therapy students must be able to independently speak, hear, and observe patients in order to obtain information, distinguish nonverbal communications, sense changes in mood, communicate effectively, and instruct patients and their families. Students must be able to communicate quickly and effectively in oral and written English and electronically with all members of the health care team.

Example: Physical therapy students must effectively inform and educate patients/clients, and other health care providers, regarding the consequences of actual or potential impairments, activity limitations and participation restrictions.

Statement of Agreement

I have read the above document and have sought clarification where needed. I understand that I must pass, with or without reasonable accommodation, all four domains that comprise the technical standards, in order to be qualified for admission, promoted to the subsequent terms, and to achieve eligibility for graduation from the professional physical therapy program.

Graduation Requirements

To earn a Doctor of Physical Therapy degree in the residential program, all students must:

1. Pass all prescribed didactic and clinical courses, including completion of a capstone project, with a minimum grade of 'C'
2. Pass all practical and written comprehensive exams
3. Discharge all financial obligations to ATSU
4. Attend commencement activities

Curriculum

During the first year students build on their prerequisite coursework through courses in the basic sciences and begin clinical courses in the area of general practice and musculoskeletal areas. Additionally, students begin core courses in research design, methodology, and statistics. The first year ends with the first full-time clinical experience. In the second year students continue with clinical courses in both the musculoskeletal and neurological rehabilitation areas. They progress into courses focusing on special populations. During the first quarter of the second year students are introduced to the two capstone project options and begin working toward completion of either an applied research or outcome measure project. During the fall and winter quarters of both the first and second years, students participate in Professionalism in Physical Therapy courses that guide students in their professional development. During the third year, students continue work on their capstone projects while completing four full-time internships and participating in virtual grand rounds.

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Applied Human Physiology
- Basic Patient Care Skills
- Clinical Education
- Clinical Gait Analysis
- Clinical Management of Cardiopulmonary Conditions
- Clinical Management of Musculoskeletal Conditions I
- Clinical Management of Musculoskeletal Conditions II
- Comprehensive Practical One
- Comprehensive Practical Two
- Critical Inquiry I: Research Design and Statistics
- Critical Inquiry II: Analysis and Application of Literature within Evidence-Based Practice
- Critical Inquiry III: Evidence-Based Practical Application
- Differential Diagnosis I
- Functional Kinesiology I
- Functional Kinesiology II

- Human Anatomy I
- Human Anatomy II
- Manual Therapeutics for Extremeties
- Pathology
- Patient Care Management Model
- Physical Agents
- Principles and Theory of Education
- Professionalism I
- Professionalism II
- Therapeutic Exercise I
- Therapeutic Exercise II

Year 2

- Advanced Musculoskeletal Interventions
- Clinical Management of Integument Conditions
- Clinical Management of Spinal Conditions
- Clinical Practicum
- Comprehensive Practical Three
- Critical Inquiry IV: Focused Evidence-Based Practice
- Critical Inquiry V: From Evidence-Based Practice to Applied Research
- Differential Diagnosis
- Gender Healthcare
- Geriatrics
- Human Development
- Neurohabilitation I
- Neurohabilitation II
- Neuroscience and Neurological Conditions I
- Neuroscience and Neurological Conditions II
- Organization and Management of Practice Settings
- Pain Management
- Pediatrics
- Pharmacology
- Prevention and Wellness
- Professionalism III
- Professionalism IV
- Psychological and Social Aspects of Illness and Disability
- Topics in Rehabilitation

Year 3

- Applied Research Project or Outcome Measures: Clinical and Research Applications
- Clinical Internship I
- Clinical Internship II
- Clinical Internship III
- Clinical Internship IV
- Comprehensive Exam
- Virtual Grand Rounds

Course Descriptions and Credit Values

Advanced Musculoskeletal Interventions – PT644 – 3 credit hours: This course covers current practice patterns for common musculoskeletal conditions. Laboratory required. Prerequisites: PT 614

Applied Human Physiology – PT531 – 3 credit hours: A sound scientific basis for clinical practice is provided through this review of applied human physiology, with an emphasis on normal physiology and homeostasis. Principles of muscle physiology and metabolism, energy expenditure, cardiopulmonary physiology, renal physiology, fluid dynamics and endocrinology will be discussed, with examples of responses to exercise and disease.. Prerequisites: None

Applied Research Project – PT784 – 3 credit hours: The student will participate in research and manuscript preparation under faculty direction. The student is expected to submit the completed manuscript, as well as project supporting documents (IRB approval, literature review, data collection forms and participant data) at the completion of the course. Prerequisites: PT 555, PT 565, PT 575, PT 655, PT 665

Basic Patient Care Skills – PT516 – 3 credit hours: This course includes the rationale and skills necessary for rehabilitation personnel to deliver basic patient care. The course includes blood-borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, sterile procedure and isolation techniques, wheelchair handling, and ambulation with assistive devices, adaptive equipment, and basic patient care equipment. Laboratory required. Prerequisites: None

Clinical Education – PT543 – 4 credit hours: This is a four-week, full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care and integrate classroom knowledge with clinical practice. Assignment to facilities will be completed by the program. Prerequisites: All 1st year courses in curriculum

Clinical Gait Analysis – PT538 – 2 credit hours: This course is a study of the components of normal gait, methods of observational gait analysis, and strategies of problem solving for various gait deviations. Laboratory required. Prerequisites: HS 520, PT 519, PT 524

Clinical Internship I – PT781 – 10 credit hours: This is the first eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum

Clinical Internship II – PT782 – 10 credit hours: This is the second eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum

Clinical Internship III – PT783 – 10 credit hours: This is the third eight-week full-time clinical experience. Students will work under the direct supervision of licensed physical therapists to provide patient care, developing increased independence and clinical reasoning skills. The student will be expected to integrate physical therapy theory and techniques into the evaluation and treatment of patients in various practice settings. Assignment to facilities will be completed by the program. Pre-requisites: All courses in the first two years of the curriculum

Clinical Management of Cardiopulmonary Conditions – PT545 – 3 credit hours: A study of the pathology, tests and measures; and the assessments, interventions, and evaluation for cardiopulmonary diseases and conditions commonly encountered in physical therapy settings. Practical applications of lecture material will also be covered. Laboratory required. Prerequisites: PT 516, PT 519, PT 522, PT 531

Clinical Management of Integumental Conditions – PT613 – 2 credit hours: This course covers the evaluation and treatment of acute and chronic wounds, including vascular, pressure, and neuropathic ulcers and burns. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. Laboratory required. Prerequisites: PT 522, PT 531, PT 546

Clinical Management of Musculoskeletal Conditions I – PT528 – 2 credit hours: This course is an introduction into the clinical decision-making, clinical sciences, and basic skills necessary to evaluate and treat musculoskeletal impairments. Prerequisites: HS 510, PT 514, PT 517

Clinical Management of Musculoskeletal Conditions II – PT534 – 4 credit hours: The course will prepare the physical therapy student to manage patients with common musculoskeletal conditions of the extremities. The course will emphasize the application of clinical reasoning to patient management, including examination, evaluation, diagnosis, prognosis, and intervention for optimal outcomes. Laboratory required. Prerequisites: HS 520, PT 519, PT 522, PT 524, PT 528

Clinical Management of Spinal Conditions – PT614 – 5 credit hours: This course is a study of the pathoanatomical conditions in the spinal regions, current best evidence in spine classifications in diagnosis, and interventions of musculoskeletal spinal conditions. Laboratory required. Prerequisites: PT 534, PT 535

Clinical Practicum – PT636 – 2 credit hours: A once a week community based course with hands-on learning in a clinical setting. Groups of students work in pairs to examine, evaluate, and treat patients in a rehabilitation setting. Patients commonly have neurological diagnoses. Weekly online discussion is required. Prerequisites: PT 657, PT 687, PT 697

Comprehensive Practical Exam One – PT552 – 0 credit hours: This represents the first comprehensive practical. The student will be expected to complete and successfully pass a comprehensive practical exam covering basic patient care skills, beginning screening techniques, and appropriate documentation. Corequisites: PT 514, PT 516, PT 517, PT 525

Comprehensive Practical Exam Two – PT553 – 0 credit hours: This course is the second comprehensive practical. The student will be expected to complete and successfully pass a comprehensive practical exam covering basic patient care skills, therapeutic exercise techniques, and assessment techniques such as manual muscle testing and range of motion assessment. Prerequisites: PT 519, PT 524, PT 552; Corequisites: PT 534, PT 535

Comprehensive Practical Exam Three – PT652 – 0 credit hours: This is the third comprehensive practical in the program. The student will be expected to complete and successfully pass a comprehensive practical exam covering basic patient care skills, therapeutic exercise techniques, and assessment techniques such as manual muscle testing and range of motion assessment directed primarily toward the neurological population. Prerequisites: PT 553, PT 657; Corequisites: PT 687, 697

Critical Inquiry I: Research Design and Statistics – PT555 – 3 credit hours: Development and application of graduate level knowledge and skills related to methodology and statistics in physical therapy research. The knowledge gained in this course will enhance student understanding of the most common research designs, methodologies, and statistics employed in the physical therapy literature. Prerequisites: None

Critical Inquiry II: Analysis and Application of Literature within Evidence-Based Practice – PT565 – 3 credit hours: Development and application of graduate level knowledge and skills related to the critical analysis of literature and its application to evidence-based practice. The skills and knowledge gained in this course will enable students to explore the steps of evidence-based practice, including reviewing the scientific literature, and conducting critical appraisals of a variety of types of scientific articles. Prerequisites: PT 555

Critical Inquiry III: Evidence-Based Practical Application – PT575 – 1 credit hour: This course builds upon the stages of evidence-based practice by introducing students to evidence-based practice in a "real time" format. During the five-week course students will apply the stages of evidence-based practice to various patient scenarios which can be applied directly to clinical practice. Prerequisites: PT 555, PT 565

Critical Inquiry IV: Focused Evidence-Based Practice – PT655 – 2 credit hours: Students will explore and critically evaluate the literature in a topic area of interest. They will apply the literature to clinical questions using the stages of evidence-based practice. Prerequisites: PT 555, PT 565, PT 575

Critical Inquiry V: From Evidence-Based Practice to Applied Research – PT665 – 2 credit hours: Students will continue to explore and critically evaluate the literature in a topic area of interest. They will develop research questions and designs to address issues identified in Critical Inquiry IV. Prerequisites: PT 555, PT 565, PT 575, PT 655

Differential Diagnosis I – PT533 – 2 credit hours: This course develops clinical decision-making skills, including clinical reasoning and screening to determine the need for further evaluation or consultation by a physical therapist or for referral to another health care professional. Content covered includes common diseases throughout multiple systems with emphasis on diagnosis, prognosis, medical and rehabilitation management for the physical therapist. Prerequisites: PT 522, PT 531, PT 534

Differential Diagnosis II – PT642 – 2 credit hours: This course is a continuation of concepts from the first year of the curriculum. It further develops clinical decision-making skills, including clinical reasoning, clinical judgment, screening and synthesis to determine the need for further evaluation or consultation by a physical therapist or for referral to another health care professional. Laboratory required. Prerequisites: PT 533, PT 614, PT 631, PT 687, PT 697

Functional Kinesiology I – PT514 – 4 credit hours: This course is a study of the biomechanics, function, and structure of connective tissues related to human movement. Applications to examination, evaluation, and treatment in physical therapy are emphasized. Qualitative and quantitative analysis techniques of movement are included. Laboratory required. Prerequisites: None

Functional Kinesiology II – PT524 – 4 credit hours: This course is a continued study of the biomechanics, function, and structure of tissues of the six major joint complexes. Techniques of palpation, muscle testing, joint measurement, and postural assessment for the examination, evaluation, and treatment in physical therapy will be presented. Laboratory required. Prerequisites: HS 510, PT 514

Gender Healthcare – PT643 – 2 credit hours: The course discusses gender-specific health care issues such as care and treatment of pelvic floor dysfunction, female athlete triad, testicular cancer, menopause, prostate disease, pre- and post-partum exercise, disability and sexuality, cardiovascular disease in women, breast health and lymphedema. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving knowledge in this area. Prerequisites: PT 667, PT 677

Geriatrics – PT632 – 4 credit hours: The study of geriatric physical therapy, including age-related changes in body structure and function, assessment and intervention of impairments, and activity limitations and participation restrictions resulting from common conditions associated with aging. Considerations of personal and environmental factors influencing healthy aging and impacting provision of physical therapy for the geriatric population are covered. Prerequisites: PT 531, PT 667, PT 677

Human Anatomy I – HS510 – 4 credit hours: A study of the general principles of histology and human anatomy with emphasis on the development of the musculoskeletal system of the head and neck and upper extremity. Prosected human cadaver laboratory is required. Prerequisites: None

Human Anatomy II – HS520 – 4 credit hours: A study of the anatomy and function of the human lower extremity, trunk, and structure of thorax, abdomen and pelvis. Prosected human cadaver laboratory is required. Prerequisites: None

Human Development – PT612 - 4 credit hours: This course provides an in-depth study of developmental changes from prenatal through early adulthood. Emphasis is on a systems approach with a focus on the physical, sensory, gross and fine motor changes that take place with typical development. Laboratory required. Prerequisites: PT 667, PT 677

Manual Therapeutics for Extremities – PT535 – 2 credit hours: Theory and techniques of manual therapeutics as applied to the upper and lower extremities. Laboratory required. Prerequisites: HS 520, PT 519, PT 522, PT 524, PT 528

Neurohabilitation I – PT687 – 4 credit hours: The study of neuroplasticity and theories of motor control and motor learning, including underlying assumptions, relationships to recovery of function, and clinical application for persons with neurological disorders. The course also includes assessment of individuals with brain injury or disease. Prerequisites: PT 538, PT 667, PT 677

Neurohabilitation II – PT697 – 4 credit hours: A continuation of Neurorehabilitation I with a focus on application and practice of interventions for individuals with brain injury or disease. The course also includes assessment and treatment of individuals with conditions such as spinal cord injury, Parkinson's Disease, Multiple Sclerosis, Guillain–Barré Syndrome, motor neuron diseases, and vestibular disorders. Prerequisites: PT 538, PT 667, PT 677, PT 687

Neuroscience and Neurological Conditions I – PT667 – 4 credit hours: This course is part one of a two part in-depth study into the anatomy and physiology of the nervous systems with an emphasis on the etiology, pathophysiology, diagnosis, and medical management of neurological diseases and conditions. Prerequisites: None

Neuroscience and Neurological Conditions II – PT677 – 4 credit hours: This course is part two of a two part in-depth study into the anatomy and physiology of the nervous systems with an emphasis on the etiology, pathophysiology, diagnosis, and medical management of neurological diseases and conditions. Prerequisites: PT 667

Organization and Management of Practice Settings – PT624 – 2 credit hours: This study covers the principles of organization, management, and reimbursement of health profession practices. Prerequisites: PT 525

Outcome Measures: Clinical and Research Applications - PT785 – 3 credits: The student will participate in performance and evaluation of selected outcome measures under faculty direction. This course is designed to offer a variety of methods that familiarize the student with different outcome measures, increase the student's awareness of the factors that impact reliability and validity of outcome measures, and improve the student's ability to assess and interpret literature on outcome measures. Students must choose one of the options available and are expected to submit a scholarly paper detailing their findings. Prerequisites: PT 555, PT 565, PT 575, PT 655, PT 665

Pain Management – PT633 – 2 credit hours: The clinical management of acute and chronic pain through pharmaceutical, surgical, and conservative methods is presented. Prerequisites: PT 614, PT 667, PT 677

Pathology – PT522 – 2 credit hours: This course involves the study of basic pathological processes in disease and trauma. Topics covered include inflammation, immunity, neoplasms, cardiorespiratory diseases, and liver, pancreas biliary, gastrointestinal, hematologic, integumentary, and musculoskeletal conditions. Prerequisite: PT 531

Patient Care Management Model – PT525 – 2 credit hours: This course is an overview of topics that are pertinent to general patient care. Emphasis is placed on an introduction to initial examination techniques, clinical reasoning and documentation. Laboratory required. Prerequisites: None

Pediatrics – PT631 – 5 credit hours: This course covers assessment and treatment of individuals with developmental and acquired disabilities from birth through 18 years of age. Clinical reasoning is emphasized within early intervention, public school, home, and clinic settings. Laboratory required. Prerequisites: PT 612, PT 687, PT 697

Pharmacology – PT806 – 3 credit hours: This course is a study of basic pharmacological concepts as applied to physical therapy. The major classes of drugs used in common physical therapy practice settings will be covered. The course includes on-line lectures, readings, independent study, and assignments. Prerequisites PT 525, PT 531

Physical Agents – PT530 – 3 credit hours: This course presents the theory and techniques of physical agents used for therapeutic interventions. Included are thermal agents, light, water, sound, mechanical compression, and traction. Electrical stimulation, including TENS, NMES, FES, Iontophoresis, and HVPC, is also covered. Laboratory required. Prerequisites: HS 510, PT 516

Prevention and Wellness – PT635 – 2 credit hours: This course covers the study of risk factors and techniques used to facilitate prevention activities for health and wellness in physical therapy. Prerequisites: PT 519, PT 522, PT 531

Principles and Theory of Education – PT518 – 2 credit hours: In this course students will discuss the theoretical frameworks of teaching and learning and their application to patient education. Development of educational interventions and methods to facilitate adherence will be discussed. Prerequisites: None

Professionalism I – PT561 – 1 credit hour: This course will cover professional practice issues and guide professional development as well as introduce the students to leadership both as a concept and an ability they can develop. The emphasis will be placed on gaining professional practice knowledge and understanding of emotional intelligence. Prerequisites: None

Professionalism II – PT562 – 1 credit hour: This course will expand upon PT 561 allowing students the ability to practice and apply knowledge gained. They will be able to further develop new skills for effective communication, collaboration, and social competence as it relates to the health care setting. Prerequisites: PT 561

Professionalism III – PT681 – 1 credit hour: This course is designed to build upon professional practice issues presented and discussed in PT 561 and PT 562 and further guide professional development. The emphasis will be placed on establishing a greater understanding of other health care professions through interdisciplinary interactions. This will include introduction and practices of professional communication and how it relates to coaching, team development, and building credibility and trust in the health care setting. Prerequisites: PT 562

Professionalism IV – PT682 – 1 credit hour: This will be an evaluative course, integrating knowledge gained from PT 561, 562, 681 in order to help prepare the students for integration into professional practice. Emphasis will be placed on effective communication, defining leadership, goal setting, and overall professional development in the workplace. Prerequisites: PT 681

Psychological and Social Aspects of Illness and Disability – PT634 – 2 credit hours: A study of the psychological, social, and emotional aspects of illness and disability. Variations in cultural responses to illness, disability, and death will be explored. Emphasis will be placed on both social determinants of health and health care disparities. Prerequisites: None

Therapeutic Exercise I – PT517 – 1 credit hour: This lecture-based course is an introduction to components of therapeutic exercise, including range of motion, stretching, resistance exercise, aerobic exercise, and exercise for impaired balance. Clinical reasoning concepts and International Classification of Functioning (ICF) terminology create a framework for the discussion of therapeutic exercise. Prerequisites: None

Therapeutic Exercise II – PT519 – 3 credit hours: This course introduces students to the principles and concepts of therapeutic exercise and the application of exercise techniques through the stages of healing and rehabilitation. Students will be expected to understand the multiple factors impacting a patient's ability to participate in therapeutic exercises and demonstrate the application of exercise techniques in hands-on activities. Laboratory required. Prerequisites: HS 510, PT 514, PT 516, PT 517

Topics in Rehabilitation – PT657 – 3 credit hours: Rehabilitation topics include use of the International Classification of Functioning, Disability and Health; use of laboratory values in rehabilitation; tests and measures as well as interventions for the rehabilitation of persons with conditions such as arthritis, amputation, trauma, hip arthroplasty, or cancer; and application and practice of advanced skills in proprioceptive neuromuscular facilitation. Prerequisites: PT 516, PT 538, PT 522

Virtual Grand Rounds – PT765 – 2 credit hours: This course is designed to take evidenced-based medicine into the clinic. Students enrolled in this course will be completing a clinical rotation in the same clinical area during the eight-week duration of the course. Web- based assignments and discussion boards will be used to allow student interaction regarding clinical questions and evidenced-based practice arising from real life patient situations. Prerequisites: PT555, PT565, PT575, PT655, PT665

[Transitional] Doctor of Physical Therapy – online

A.T. Still University's (ATSU) post-professional doctor of physical therapy, often referred to in the United States as a transitional (tDPT) program, is a custom degree program configured around the unique needs of each practicing professional, offering maximum flexibility and a full team of support. Offered through ATSU's Arizona School of Health Sciences, the online physical therapy degree offers curriculum plans that are personalized and student-centric, based on one-on-one assessments of personal experience. Classes can be completed one-at-a-time, as practice and personal life requires, or doubled-up to accelerate degree completion.

ATSU's Post-Professional Doctor of Physical Therapy program is designed for those who desire to maintain their relevancy while they continue practicing in the discipline of physical therapy. You will accomplish this as standards are elevated to doctoral status per the 2020 vision set forth by the American Physical Therapy Association (APTA):

Length of Program

The transitional Doctor of Physical Therapy program is a 1 - 3 year degree program dependent upon the individual plan of study. 64 credits and 25 courses

Admissions

Application Process

Applicants will need to create an account at https://apply.atsu.edu for access to the online application. Instructions are included on how to complete the application and provide us with all required documentation. If you have any questions regarding the online application, please contact Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu.

Application Deadline

Transitional Doctor of Physical Therapy applications may be submitted at any time during the academic year and are processed on a rolling admissions basis. Applications are processed routinely to ensure that all class openings are filled for the beginning of each quarter.

Admission Requirements

Applicants for admission to the transitional Doctor of Physical Therapy online program must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU and ASHS general admission requirements
2. Minimum physical therapy professional program grade point average of 2.70 on a 4.0 scale.
3. Applicants will have earned a bachelor's degree or higher in physical therapy from a regionally accredited college or university.
    a. Applicants who have graduated from a university outside the United States or Canada must provide an official physical therapy degree equivalency evaluation for admission. This evaluation report must state the physical therapy degree earned abroad is equivalent to the physical therapy degree in the United States or Canada. This evaluation will be paid for by the prospective student. We highly encourage you to speak to one of our enrollment counselors prior to ordering your credential evaluation report. The following are the only credentialing agencies accepted by the post-professional DPT program in determining degree equivalency:
        - Foreign Credentialing Commission on Physical Therapy (FCCPT)
        - International Consultants of Delaware (ICD)
        - International Education Research Foundation, Inc (IERF)
        - World Education Services (WES)
        - International Credentialing Associates (ICA)
        - Canadian Alliance of Physiotherapy Regulators (The Alliance)

- Commission on Graduates of Foreign Nursing Schools (CGFNS)

4. Applicants will submit official transcripts from all educational institutions attended where a degree was conferred.
    a. Additional transcripts from graduate coursework not leading to a degree may be submitted for advanced credit consideration.
5. Applicants will submit proof of licensure as a physical therapist in one of the 50 United States, the District of Columbia, Canada, Puerto Rico, or U.S. Virgin Islands
6. Recommendation letters from three professional colleagues must be submitted.
    a. Recommendation letters should be addressed to the Admissions Committee and signed by the author of the recommendation letter.
    b. If the recommendation is in email form, a printed copy of the email including where the email originated (the author's email address) and date sent should be seen on the printed copy.
7. Applicants will submit an Expanded Portfolio. Specific directions on how to complete the portfolio may be found at: https://www.atsu.edu/pdf/transitional-physical-therapy-portfolio-directions.pdf
8. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
    a. [Transitional] DPT minimum TOEFL score requirements:
        i. TOEFL Paper based total score = 550
            1. Minimum of 56 on Reading Skills section
            2. Minimum of 61 - 62 on Writing Skills section
        ii. Computer based total score = 213
            1. Minimum of 22 on Reading Skills section
            2. Minimum of 26 on Writing Skills section
        iii. Internet based total score = 80
            1. Minimum of 21 on Reading Skills section
            2. Minimum of 24 on Writing Skills section

Advanced Standing Admission

See the Advanced Credit section of the ASHS General Admission Requirements.

Graduation Requirements

To earn a Doctor of Physical Therapy from the online transitional program, all students must:

1. Complete all prescribed didactic and clinical courses and the capstone project (if required)
2. Pass all courses with a minimum grade of 'C' and maintain a 2.70 grade point average on a 4.0 scale
3. Discharge all financial obligations to ATSU
4. Ensure that the mailing address in CampusNexus Student Portal is current. This is the address where the diploma will be mailed.
5. Attending commencement is not required but highly recommended.

Curriculum

The curriculum offers a full spectrum of educational opportunities whose content meets or exceeds that described by the American Physical Therapy Association's (APTA) Preferred Curricular Guide for the tDPT Program. We offer many courses including, but not limited to, differential diagnosis, radiology and imaging, evidence-based practice, and pharmacology.

Course Descriptions and Credit Values

Business Planning - HP836 – 2 credit hours: This course includes discussions on business planning, including strategic planning, financial management, personnel management, and physical resource management as it relates to the healthcare industry. A focus on the physical therapist as a professional corporation will be included. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Capstone Project - PT838 – 3 credit hours: The capstone project is an integration of the many course experiences the student has been exposed during their matriculation as a student. The capstone project provides each student with an opportunity to demonstrate his or her knowledge and skills in an Evidence-in-Practice project. The final product for the course is a manuscript, which is scrutinized in the same fashion as a submission of manuscript to a journal. This is the final course taken in our curriculum. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations, HP808 Statistics, HP809 Quantitative Research, HP811 Evidence Based Practice 1 and HP812 Evidence Based Practice 2.

Cardiovascular and Pulmonary Physical Therapy - PT803 – 3 credit hours: This course includes a study of normal and abnormal structures and function of the cardiovascular, pulmonary, and lymphatic systems. Pathological alterations of structure and function including current diagnostic tests and measurements are included. This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with cardiovascular and pulmonary disorders. The use of evidence-based physical therapy interventions for cardiovascular and pulmonary conditions is emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Delivery Systems, Legislation and Regulation - HP834 – 2 credit hours: This course includes discussion of delivery systems, legislation, and regulation, including measuring access to and outcomes of different healthcare delivery models, public health policy, political systems, reimbursement models, ethical issues, and advocacy to improve healthcare policy. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations

Differential Diagnosis and Screening for Medical Conditions - PT819 – 3 credit hours: This course reviews information related to differential diagnosis of the major body systems including cardiovascular, pulmonary, hematological, gastrointestinal, renal and urinary, hepatic and biliary, endocrine, and immune systems. In addition, the student will be introduced to the concept of differential screening in physical therapy and an in-depth analysis of the interviewing process. This course is taught with the assumption that physical therapists function in an environment of direct access to physical therapy services. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Educational Theory and Practices - HP813 – 2 credit hours: Teaching and learning theory, including discussions of teaching and learning as it applies to patients, clinical experiences, and formal educational settings are discussed. Evaluation and program development of educational components of practice are covered. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Evidence-Based Practice in Physical Therapy 1 - HP811 – 2 credit hours: Evidence-based, clinical decision-making skills are covered in this course including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experiences. This course is designed to provide the practicing therapist with knowledge and skills in critical inquiry including review and analysis of articles and writings in professional and medical journals and books. Literature review and data collection methods for professional literature will be included. Introduction to theory and use of evidence-based research in health care is discussed. Basic theories and practices of evidence-based practice will be applied to both acute and rehabilitation settings. Current health care research findings will be applied to diagnoses and interventions common to physical therapists. Participants will incorporate prior experience and knowledge in applying this topic to the delivery of physical therapy services in diverse settings. Students learn skills to locate and organize evidence using research databases. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Evidence-Based Practice 2 - HP812 – 3 credit hours: The skills needed for evidence-based practice are covered in this course to provide practicing physical therapists with key skills to incorporate evidence-based techniques into daily practice. Students will search professional literature, locate articles to address their clinical questions and critically appraise articles examining issues such as the level of evidence, applicability to the clinical question, statistical concerns, bias, and validity. The literature reviews and article analysis will include topics related to screening and diagnostic tests, prognosis, clinical trials, interventions, systematic reviews, meta-analysis and clinical practice guidelines that would be applicable to various physical therapy practice settings. Prerequisite: HP800 Medical

Informatics or HP805 tDPT Foundations, HP808 Statistics, HP809 Quantitative Research and HP811 Evidence Based Practice 1

Extremity Manual Therapy - PT825 – 3 credit hours: This course covers the theory and techniques of manual therapeutics as applied to the upper and lower extremities. This course covers clinical case presentations, theory and use of mobilization techniques, and online lab demonstrations on performing joint mobilization of all the extremity joints. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Gender Healthcare in Physical Therapy - PT831 – 2 credit hours: The course discusses gender-specific health care issues including care and treatment of pelvic pain, incontinence, female athlete triad, testicular cancer, menopause, osteoporosis, prostate disease, pre and post-partum exercise, breast health and lymphedema. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving knowledge in this area. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Geriatrics - PT830 – 2 credit hours: This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with geriatric disorders. The use of evidence-based physical therapy interventions for geriatric conditions will be emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Health and Wellness - HP815 – 2 credit hours: This course includes discussion on the theories of health and wellness, including motivational theory, locus of control, public health initiatives, and psychosocial, spiritual, and cultural considerations. Health risks, screening, and assessment considering epidemiological principles are emphasized. Risk reduction strategies for primary and secondary prevention, including programs for special populations are covered. The role of the physical therapist in prevention and wellness is stressed. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Integumentary Physical Therapy - PT804 – 2 credit hours: This course includes a study of normal and abnormal structures and function of the integumentary system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses the updated philosophy of physical therapy interventions for integumentary conditions. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Issues in Diverse Populations and Settings - HP814 – 3 credit hours: Communication and cultural competencies, including principles of professional communication of cultural competencies, conflict resolution, negotiation skills, networking and awareness of cultural differences are studied in this course. Students will study practice settings and patient/client groups from diverse populations, rural, and urban settings for their impact of healthcare. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Musculoskeletal Physical Therapy - PT802 – 3 credit hours: This course includes an updated study of normal and abnormal structures and function of the musculoskeletal system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses changes in treatment philosophy in recent years as well as relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with musculoskeletal disorders. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area including contemporary and traditional rehabilitation interventions with current medical-surgical management of patients. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Neuromuscular Physical Therapy – PT801 – 3 credit hours: This course is designed to update the practicing physical therapist in current theory and issues underlying assessment and treatment of the adult patient with neurological injury/disease. Principles of motor control and motor learning will be studied. Normal posture control will also be covered. Current principles, tools, and strategies for assessment and treatment of impairments and functional limitations for individuals with specific neurological diagnoses will be covered, including pathologies of brain injury/disease, spinal cord injury/disease, vestibular pathology, Parkinson 's disease, Multiple Sclerosis, Guillain-Barre Syndrome and Post-Polio Syndrome. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Pediatric Physical Therapy - PT828 – 3 credit hours: This course covers the topics of normal and abnormal motor development; clinical assessment, clinical reasoning, and evidence-based practice in pediatrics; medical management of spasticity in children, pediatric disorders including cerebral palsy, myelodysplasia, Down Syndrome, muscular dystrophy, developmental coordination disorder, brachial plexus injuries, congenital muscular torticollis, various orthopedic disorders, childhood sports injuries; important factors in lower extremity bracing, assistive technology in pediatrics, adults with developmental disabilities, and fitness issues in children with and without special needs. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Pharmacology - PT806 – 3 credit hours: This class is a study of basic pharmacological concepts as applied to physical therapy patient management. The major classes of drugs seen in physical therapy practice settings are covered. Application of pharmacology concepts to the practice of physical therapy will also be included. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Professional Practice - PT818 – 3 credit hours: This course begins with a study of the history of the physical therapy profession and the American Physical Therapy Association. The course also includes information on the elements of Vision 2020 including: Doctor of Physical Therapy, Professionalism, Autonomy, Direct Access, Evidence-Based Practice, and Practitioner of Choice. Other topics in this course include: The Five Roles of The Physical Therapist; Ethics; Professional Development, Competence, and Expertise; Patient-Centered Care; and Social Justice Issues. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Quantitative Research Methods & Designs - HP809 – 3 credit hours: This course includes discussion on basic quantitative methods and designs, including concepts of reliability and validity, interpretation of inferential statistics related to research designs, correlational statistics & designs, intraclass correlation coefficients, and critical appraisal of the literature. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations and HP808 Statistics.

Radiology and Imaging - PT807 – 3 credit hours: This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging. Students will become aware of the indications and implications of commonly used diagnostic imaging tests as they pertain to patient/client management. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Reimbursement Systems, Issues, and Strategies - HP835 – 2 credit hours: This course offers an introduction to provider reimbursement, focusing on criteria for establishing internal systems that meet governmental expectations regarding Medicare compliance, HIPAA anti-fraud regulations and Stark rules. Students will briefly survey the history of managed care and learn about the current managed care landscape. Students will also be introduced to the basic auditing practices and procedural guidelines for billing Medicare. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Spinal Manual Therapy - PT826 – 3 credit hours: This course covers the theory and application of evaluation and treatment techniques to spinal conditions. Included in this course will be evaluation and treatment of spinal dysfunctions, spinal manual therapeutics, and spinal stabilization exercises. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations.

Statistics - HP808 – 3 credit hours: The statistics introduced in this course are the common descriptive statistics found in the health care literature.

This course covers the basic knowledge necessary for understanding and interpreting basic statistics. Basic statistics including central tendency, probability, percentile ranks, confidence intervals, and interpretation of results are covered in this course. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations .

tDPT Foundations - HP805 – 1 credit hour: This course provides detailed instruction on the use of Blackboard Campus Edition course platform, and an introduction to academic scholarly writing with proper APA formatting, including referencing/citation. An introduction to online literature searches using various medical databases is also taught in this course.

Neurologic Physical Therapy Residency

The 12-month post-professional Neurologic Physical Therapy Residency program at ATSU is designed to elevate the clinical skills and knowledge from a general practitioner to that of a clinical specialist in neurologic physical therapy. Operating as a collaborative model, the Neurologic Physical Therapy Residency program is built from a strong clinical reasoning base. Residents will gain advanced critical thinking skills and become expert clinicians who practice evidence-based whole-person healthcare.

Residents in the Neurologic Physical Therapy Residency program receives a minimum of 75 hours of didactic instruction and 150 hours of clinical mentoring. Supervised clinical mentorship and teaching are key components of the Neurologic Physical Therapy Residency program. Each week includes mentored clinical practice with an expert neurologic physical therapist. The didactic curriculum includes online coursework, case studies, and weekend continuing education courses. Residents participate in biweekly personal video conversations with ATSU faculty, discussing curriculum topics and applying the curriculum to patient cases. As part of the curriculum, residents and their mentors will attend three to four weekend continuing education courses, sponsored by the Neurologic Physical Therapy Residency on the Mesa, Ariz. campus.

Following completion of the program, residents will be prepared to take the American Board of Physical Therapy Specialties (ABPTS) Neurologic Clinical Specialist certification exam in Neurology and practice patient-centered evidence-based neurologic physical therapy at the competence level of a neurologic clinical specialist (NCS).

Length of Program

The 6 credit, 6 course curriculum can be completed within one year.

Admissions

Application Process

ASHS' Neurologic Physical Therapy Residency program participates in a centralized application processing service called the Residency/Fellowship Physical Therapist Centralized Application Service (RF-PTCAS). Applications may be obtained through RF-PTCAS at https://rfptcas.liaisoncas.com/applicant-ux/#/login. Questions regarding the RF-PTCAS account may be directed to RF-PTCAS at 617.612.2875 or by email at rfptcasinfo@rfptcas.org. All other questions should be sent to Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237.

Application Deadline

The deadline to apply through RF-PTCAS is August 1 of the year of anticipated enrollment.

Admission Requirements

Applicants for admission to the Neurologic Physical Therapy Residency program must meet the following requirements prior to matriculation.

Minimal eligibility requirements for acceptance into the program include:

- Unrestricted license in physical therapy in the state in which the resident will practice physical therapy during the residency.
- Employment in an approved clinical site with an approved clinical mentor.
- Submission of application to the American Physical Therapy Association (APTA) residency centralized application system (RF-PTCAS).
- Submission of secondary application to the Residency Program.

Clinical Requirements

- Resident must be employed in an approved physical therapy clinical setting with a wide variety of patients with neurologic conditions.
- Resident must have an approved clinical mentor provide a minimum of 3 hours of one-on-one mentoring of patient care per week.

Application Requirements

1. Submit primary application through RF-PTCAS at www.abptrfe.org.
    a. Items required of applicants in the RF-PTCAS primary application:
        i. Complete RF-PTCAS application and fee
        ii. Official transcripts from every physical therapy U.S. college and university attended
        iii. Three received electronic evaluations
2. Program specific supplemental requirement:
    a. Supplemental fee of $70
    b. Additional information detailing clinical site and mentor
    c. Interview with residency program director
    d. Curriculum Vitae or Resume
    e. NOTE: No additional evaluations required aside from the 3 required by RF-PTCAS
3. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
4. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

ASHS is looking for the following qualities in applicants to the residency program:

- A strong desire to advance clinical skills and knowledge
- Strong communication in clinical reasoning skills
- Evidence of self-initiative and self-responsibility
- Commitment to patient-centered practice

Curriculum

The didactic curriculum includes six online courses delivered over two semesters and the final course includes the resident's capstone project. In addition, three to four continuing education courses are conducted and augment the online coursework. The didactic component of the residency curriculum is centered on the ABPTS Description of Specialty Practice in Neurology and the best evidence available in the practice of neurologic physical therapy.

Typical Course Schedule

A typical course schedule consists of the following:

- Clinical Management of Neurological Conditions I
- Clinical Management of Neurological Conditions II
- Clinical Management of Neurological Conditions III
- Neurologic Impairments and Evidence-Based Outcome Measures
- Neurology Residency Capstone Project
- Theoretical Framework for Management of Individuals with Neurological Conditions

Course Descriptions and Credit Values

Clinical Management of Neurological Conditions I – PTNR7020 – 1 credit hour: Clinical management of individuals with neurologic conditions including stroke, traumatic brain injury, and spinal cord injury. Current evidence-based approaches to examination and intervention for management of impairments and activity limitations

associated with these conditions are presented. Epidemiology, pathology, diagnostic testing, and pertinent medical and surgical management, including pharmacologic management, of these diagnoses are included. A strong emphasis will be placed on applying new knowledge to direct patient care in the clinic.

Clinical Management of Neurological Conditions II – PTNR7030 – 1 credit hour: Clinical management of individuals with neurological conditions including Parkinson's disease, multiple sclerosis, and central nervous system neoplasms. Current evidence-based approaches to examination and intervention for management of impairments and activity limitations associated with these conditions are presented. Epidemiology, pathology, diagnostic testing, and pertinent medical and surgical management, including pharmacologic management, of these diagnoses are included. A strong emphasis will be placed on applying new knowledge to direct patient care in the clinic. Psychological factors and psychological disorders related to illness and recovery from neurological conditions are included.

Clinical Management of Neurological Conditions III – PTNR7040 – 1 credit hour: Clinical management of individuals with neurological conditions including lower motor neuron pathology, amyotrophic lateral sclerosis, central nervous system infections, and vestibular disorders. Current evidence-based approaches to examination and intervention for management of impairments and activity limitations associated with these conditions are presented. Epidemiology, pathology, diagnostic testing, and pertinent medical and surgical management, including pharmacologic management, of these diagnoses are included. A strong emphasis will be placed on applying new theoretic knowledge to direct patient care in the clinic. This course includes discussion of motor development and developmental abnormalities of the nervous system.

Neurologic Impairments and Evidence-Based Outcome Measures – PTNR7010 – 1 credit hour: This course provides an in-depth review of impairments and activity limitations resulting from neurologic pathology including methods of classifying impairments, discussion of impairments of cognitive, sensory and perceptual, and action systems, including the musculoskeletal and neuromuscular systems. Current evidence of problems underlying abnormal postural control and types of postural control problems associated with different neurologic conditions is presented. Evidence-based tests and measures used for examination of neurologic impairments and activity limitations are presented and practiced. This course also includes a task-oriented approach to examination of a mobility disorder with an application of gait examination to a current patient.

Neurology Residency Capstone Project – PTNR7050 – 1 credit hour: The resident applies the principles of evidence-based practice to a real patient case. The resident is expected to submit a written case study, including an abstract submission for presentation at a combined sections meeting, detailing this application at the completion of the course.

Theoretical Framework for Management of Individuals with Neurological Conditions – PTNR7000 – 1 credit hour: Elements that contribute to a conceptual framework for assessment and treatment of individuals with neurological conditions are presented. The conceptual framework for clinical practice that will be utilized throughout the curriculum derives strongly from the integration of a task-oriented approach to examination and intervention with the model of the International Classification of Functioning, Disability, and Health. The course includes a review of motor control and motor learning theories including the relevant neuroanatomy and physiology. The process of evidence-based practice is emphasized, including an overview of research design and statistics. Residents are also introduced to a method for facilitating use of evidence-based practice in the clinic via virtual grand rounds.

Orthopedic Physical Therapy Residency

This residency program is a post-professional curriculum designed to elevate the clinical skills and knowledge from a general practitioner to that of a clinical specialist in orthopedic physical therapy. Upon completion of the residency program the resident will be prepared to take the Orthopedic Board Certification exam with the American Physical Therapy Association and practice patient-centered evidence-based orthopedic physical therapy at the competence level of an orthopedic clinical specialist.

Program Mission

The mission of the A.T. Still University Orthopedic Physical Therapy Residency Program is to graduate advanced practitioners of orthopedic physical therapy. These graduates will be ready to demonstrate excellence in the clinical practice of orthopedics, participate in continuing education courses and train other practitioners who will provide services to their local and professional community. Residents completing the orthopedic residency will be prepared to take the Orthopedic Clinical Specialist Exam (OCS) given by the American Board of Physical Therapy Specialties. Graduates of the program will represent A.T. Still University's values, including devotion to lifelong learning and excellence in education with clinical practice.

Length of Program

The 10 credit hour residency program can be completed in one year.

Admissions

Application Process

ASHS' Orthopedic Physical Therapy Residency program participates in a centralized application processing service called the Residency/Fellowship Physical Therapist Centralized Application Service (RF-PTCAS). Applications may be obtained through RF-PTCAS at https://rfptcas.liaisoncas.com/applicant-ux/#/login. Questions regarding the RF-PTCAS account may be directed to RF-PTCAS at 617.612.2875 or by email at rfptcasinfo@rfptcas.org. All other questions should be sent to Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237.

Application Deadline

Application opens September 1, one year prior to the applicant's anticipated enrollment. The deadline to apply through RF-PTCAS is July 15 of the year of anticipated enrollment.

Admission Requirements

Applicants for admission to the Orthopedic Physical Therapy Residency program must meet the following requirements prior to matriculation.

Minimal eligibility requirements for acceptance into the program include:

- Graduation from a CAPTE (Commission on Accreditation of Physical Therapy Education) physical therapy program
- License to practice physical therapy in Arizona upon acceptance, prior to matriculation.
- Employment in an approved clinical practice in Arizona with an approved clinical mentor
- Personal malpractice liability coverage required upon acceptance, prior to matriculation.

Clinical Requirements

- Resident must be employed in an approved physical therapy clinical setting in Arizona with a wide variety of patients with orthopedic musculoskeletal conditions

- Resident must have an APTA orthopedic certified specialist provide 2.5 hours of one-on-one mentoring in patient care per week. Mentoring for each resident is an organized collaboration between the "site mentor" and core University faculty.

Application Requirements

1. Submit primary application through RF-PTCAS at www.abptrfe.org.
    a. Items required of applicants in the RF-PTCAS primary application:
        i. Complete RF-PTCAS application and fee
2. Program specific supplemental requirement:
    a. Supplemental fee of $70
    b. Additional information detailing clinical site and mentor
    c. Interview with residency program director or faculty
3. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the ASHS English Proficiency section for more details.
4. Applicants are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a laptop computer prior to the first day of class.
    a. See the Minimum Technology Specifications under the General Admission Requirements section.

ASHS is looking for the following qualities in applicants to the residency program:

- A Strong desire to advance clinical skills and knowledge
- Strong communication in clinical reasoning skills
- Evidence of self-initiative and self-responsibility
- Commitment to patient-centered practice

Curriculum

The curriculum delivery is blended with online resources, directed learning activities, clinical mentoring, and laboratory practical course work. The program has been developed to accommodate the full time working individual who is currently seeing patients in an outpatient clinical setting. The program is 12 months in duration, and will be delivered in eight learning modules.

Each module will include content from the "Orthopedic Physical Therapy Description of Specialty Practice" on examination, evaluation, diagnosis, prognosis, intervention, and treatment outcomes for common musculoskeletal conditions. Developing patient centered evidence-based practice will be the focus of each module.

Course Descriptions and Credit Values

Cervical and Thoracic Spinal Regions: Physical Therapy Patient Management Utilizing Current Evidence – PT773 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional impairments in the cervical and thoracic spinal regions. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Clinical Reasoning and Evidence-based Practice – PT772 – 1 credit hour: This course will provide the fundamental bases for the courses to follow. The primary goal of the course will be to develop an understanding of the clinical reasoning and clinical decision-making process and foster the resident's development of these skills. The clinical reasoning process in this course and all succeeding courses includes meta-cognitive analysis of both clinical success and error in patient management. Models of clinical reasoning will be explored and emphasis will be placed on the International Classification of Functioning, Disability and Health and the developing evidence-based practice guidelines developed by the orthopedic section of the American Physical Therapy Association. Residents will be

required to develop and present case studies demonstrating their developing clinical reasoning skills and understanding of evolving of evidence in practice management of common musculoskeletal conditions.

Elbow, Wrist and Hand: Physical Therapy Patient Management Utilizing Current Evidence – PT775 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional impairments in the elbow wrist, and hand regions. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Foot and Ankle: Physical Therapy Patient Management Utilizing Current Evidence – PT779 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional impairments in the foot and ankle regions. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Hip: Physical Therapy Patient Management Utilizing Current Evidence – PT777 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional impairments in the hip region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Knee: Physical Therapy Patient Management Utilizing Current Evidence – PT778 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional impairments in the knee region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Lumbo-Pelvic Region: Physical Therapy Patient Management Utilizing Current Evidence – PT776 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional impairments in the lumbo-pelvic region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Radiology and Imaging – PT807 – 3 credit hours: This course is designed to present the basic concepts of diagnostic imaging as related to physical therapy practice. This course includes an overview of physical principles, diagnostic capabilities, and key points for patient education. Application to physical therapy and treatment strategies will be covered. Major diagnostic imaging procedures commonly experienced by patients with physical therapy-related diagnoses will be addressed; including radiographs, ultrasound, magnetic resonance imaging, computerized tomography, positron emission tomograghy, single photon emission computerized tomography, fluoroscopy, and myelogram. The purpose of this course is to introduce the resident to the concepts and principles necessary to understand the capabilities and applications of various diagnostic imaging and the impact on physical therapy practice. Expectations are not for the resident to be proficient in reading all imaging studies, but to have a basic knowledge of their use and purpose. The should come to respect the role that the diagnostic imaging studies play in the practice of physical therapy and how these studies can augment clinical evaluation and patient/client management interventions.

Shoulder Complex: Physical Therapy Patient Management Utilizing Current Evidence – PT774 – 1 credit hour: This course will provide an in depth review of current practice management concepts with patients with functional

impairments in the shoulder region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

CGHS

COLLEGE OF GRADUATE HEALTH STUDIES

Dear Student and Colleague,

Welcome to the College of Graduate Health Studies (CGHS) and A.T. Still University of Health Sciences (ATSU). You are part of a rich history; joining an institution that has educated health professionals since 1892. ATSU instills in students the compassion, experience, and knowledge required to address the whole person and shape healthcare in communities where needs are greatest.

We are pleased you have selected CGHS and assure you we are dedicated to your success. We strive to create a learning-centered environment to support your professional education.

In this catalog, you will find important information related to your educational journey. Please read the catalog carefully so you fully understand CGHS policies and procedures. We also encourage you read the University Student Handbook.

On behalf of CGHS administration, faculty, and staff, I wish you nothing but success throughout your academic endeavors.

All the best,

Don Altman, DDS, DHSc, MPH, MBA, MA
Professor and Dean, College of Graduate Health Studies

About CGHS

Program Accreditation

The Master of Public Health and Master of Public Health with Dental Emphasis degree programs are accredited by the Council on Education for Public Health – 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910 - 202.789.1050.

CGHS Mission Statement

The College of Graduate Health Studies is a student-centered online school, focused on academic excellence and innovation. We are dedicated to preparing leaders for socially responsible practice, policy, and research to improve prevention initiatives, wellness, and health care delivery and access.

Vision

The College of Graduate Health Studies will be the preeminent school for leaders in the health-related industry. We will provide an innovative curriculum facilitated by distinguished faculty and exceptional support staff, that prepares our students to integrate theory into practice to meet the growing needs of domestic and global health and wellness.

Values

Leadership: We value leadership development for our students, faculty, and staff and encourage participation in community and professional service.

Integrity: We value the highest ethical principles of fairness and honesty in all of our interactions.

Scholarship: We value critical thinking and the generation of ideas through innovation and analysis.

Diversity: We value differences among people and their personal and professional perspectives.

Interprofessional education: We value the combined contributions of our educational community and work to achieve an environment of teamwork and collaboration.

Innovation: We value a continual and aggressive push to develop new and efficient mechanisms for learning, teaching, and technological delivery.

CGHS Contact Information

A.T. Still University – College of Graduate Health Studies
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All programs
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Aesha Turner
Executive Assistant to the Dean
480.265.8021
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CGHS School Policies

The following policies or guidelines apply to all programs at CGHS.

Admissions

Application Process

The College of Graduate Health Studies (CGHS) uses an online admissions system. Please visit https://www.atsu.edu/application/cghs/ to access the A. T. Still University common application system. Additional information regarding the program application deadline date, tuition and expenses, and related financial assistance can be found at www.atsu.edu, or by calling 877.626.5577 or emailing cghsonlineadmissions@atsu.edu.

Admission Requirements

1. Academic:
    a. Minimum Cumulative Grade Point Average of 2.5 (on a 4.0 scale) at the qualifying degree institution.
    b. An accredited degree from a university recognized by the Council for Higher Education Accreditation (bachelor's degree for master's programs and a master's degree for doctoral programs).
        i. Applicants who graduated from a university outside the United States may have to provide a degree equivalency evaluation.
    c. Official transcript from the qualifying degree-granting institution.
        i. For students using VA benefits transcripts for all institutions attended are required.
    d. Some degree programs may require experience or credentialing relevant to the field.
2. Elements of Success:
    a. A current resume
    b. Completion of an essay
    c. English Proficiency*
    d. Meeting of technology requirements**

*Applicants are required to demonstrate proficiency in English when applying to A.T. Still University's College of Graduate Health Studies. Written and spoken proficiency in the English language may be demonstrated by one of the following options:

- Option 1 - English is your first language.
- Option 2 - Graduated from a regionally accredited four year college/university in the United States with a BA/BS or graduate degree.
- Option 3 - You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL).
    - The Computer Based Test (CBT), Internet Based Test (iBT), or the Paper Based Test (PBT) is accepted. The following are the minimum required score based on test type:
        - CBT - minimum total score of 213: Minimum of 22/Reading Skills section and minimum of 26/Writing Skills section
        - iBT - minimum total score of 80: Minimum of 22/Reading Skills section and minimum of 24/Writing Skills section
        - PBT - minimum total score of 550: minimum of 57/Reading Skills section and minimum of 61/Writing Skills section
    - The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609. 771.7100. Information is available at http://www.ets.org/toefl. A.T. Still University's

institutional code is 0339. Please be sure to include this information when you submit your application packet. TOEFL Educational Testing Services P.O. Box 6151 Princeton, NJ 08541-6151 609.771.7100

**Technology requirements as outlined at: http://its.atsu.edu/knowledgebase/cghs-technology-requirements/

CGHS Program Transfer

Students who wish to transfer to another academic program within CGHS must apply to that program through Admissions. Students applying to transfer programs will not be charged an application fee. To apply for admission to another academic program, an applicant must submit an application including an essay and all other supporting documentation (i.e., letters of reference, medical documentation, etc.) to Admissions by the admissions deadline for the semester and block in which a student wishes to enroll. An applicant may also include additional supporting documentation for the admissions committee to consider.

The admissions committee will consider prior ATSU coursework and documentation provided at matriculation on file with the Registrar's Office and may require additional documentation. The admissions committee has the right to conduct interviews, secure documentation, and evaluate past grades and performance. Given the various possible reasons for transferring, the information required by the admissions committee may vary. The admissions committee has the right to reject an applicant's request for transfer. The committee will consult with the Dean of CGHS to establish program placement and academic conditions for transfer.

Transfer Credit

Please refer to the Transfer Credit Policy located in the ATSU Policies section of this catalog. CGHS only accepts up to three courses (9 credits) for transfer.

The Master of Public Health with Dental Emphasis with a Dental Public Health Residency Certificate Program does not accept transfer credits. All residents must earn their MPH with a Dental Emphasis from ATSU while in the 25 month residency.

Selection of Applicants

Applicants are selected by the Admission Committee. The Admissions Committee seeks applicants capable of meeting the academic standards of CGHS. Completed applications, in compliance with minimum admission requirements, are reviewed for academic performance, extracurricular and co-curricular activities, work and life experience, recommendations, and interest in health education, health administration, health sciences, kinesiology, or public health.

The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the committee's decision. Successful applicants are granted a specified time period to notify the Admissions Department of the intention to enroll. After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

Deferring Admission

A student may request to defer one time prior to matriculation and may not defer for longer than one year. Deferred students will work with an enrollment advisor to coordinate registration for the term in which they wish to return.

Minimal Technical Standards for Admission and Matriculation

Introduction

A.T. Still University's College of Graduate Health Sciences (ATSU-CGHS) is committed to equal access for all qualified applicants and students. Minimal Technical Standards state expectations of ATSU-CGHS students. The Technical Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards are a guide for accommodation of students with disabilities. Accommodations can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for accommodations are found at the conclusion of this policy.

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

ATSU-CGHS admits and matriculates qualified students per the policies found in the CGHS Catalog. ATSU-CGHS prohibits discrimination against anyone on the basis of race, color, national origin, religion, sex, age, sexual preference or disability. ATSU-CGHS expects all students to meet certain minimal technical standards as set forth herein. The standards reflect what the College of Graduate Health Sciences believes are reasonable expectations of online learning and performing common course work.

Categories of Technical Standards:

Students must be able to read, integrate, analyze, and synthesize data consistently, accurately, and in a timely fashion, as demonstrated by the ability to carry out the activities described below. Students must possess, at a minimum, the skills and abilities outlined in the chart below. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

Category	Standard	Example
Observation	Sufficient uncorrected or corrected visual acuity for reading	Able to read text on computer monitor as well as hard print media suitable to meet the course requirements
Communication	Possess fluent formal and colloquial oral and written English skills Capable of writing in English effectively Capable of reading English effectively	Demonstrate command of the course material to instructor Understand oral and written lectures, ask questions and understand answers Explain procedures in writing and discuss results with instructors and fellow students Complete written course assignments Participate via the written word in on-line group discussions
Computing Abilities	Possess sufficient computer skills to operate computer system Possess sufficient computer skills to navigate online.	Demonstrate the ability to navigate in an online environment suitable to meet course requirements. Able to adjust computer settings Able to download software, patches, and drivers with minimal or no assistance

Physical	Possess sufficient skills to perform tasks on a computer.	Able to place and remove information into and from the computer.
Intellectual, Conceptual, Integrative and Quantitative	Apply knowledge, skills and values learned from course work and life experiences to new situations To receive, decode, interpret, recall, reproduce and apply information in the cognitive form to solve problems, evaluate work, gauge progress and demonstrate understanding of course material	Interact in writing with group discussions synthesizing, explaining, and presenting information and conclusions in such a way as to help establish and maintain an active learning environment.
Behavioral and Social	Possess the emotional health required for full use of intellectual abilities Exhibit appropriate behavior, judgment and ethical standards Develop mature and cooperative relationships with peers, faculty and staff members	Interact through appropriate electronic, telephone, written and oral communication with peers, faculty and staff members. Project an image of professionalism. Work independently on all projects. Interact professionally, ethically and confidentially with peers, faculty and staff members Control temper and never perpetrate harassment

Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Auditing a Course

CGHS does not allow auditing of courses at this time.

Grading

CGHS students earn a letter grade. Grades are assigned by faculty members and are based on the points possible in any given course. CGHS does not round scores. Final grades are posted in the CampusNexus Student Portal 14 days after the last day of the semester block.

Grade	Value
A	90-100%
AU	Audit
B	80-89.9%
C	70-79.9% - lowest passing grade
C*	Indicates the course was repeated and not included in the GPA calculation
F	0-69.9% - failure
F*	Indicates the course was repeated and not included in the GPA calculation
I	Incomplete
NC	No Credit
W	Withdraw
WF	Withdraw Fail
WP	Withdraw Pass
Grades followed by #	Indicates grades that are not included in the GPA calculation

CGHS does not round scores. Grades are assigned by faculty members and are based on the points possible in any given course. Final grades are posted in the CampusNexus Portal 14 days after the last day of the semester block.

Incomplete Grade

While it is expected requirements for completion of a course are met at the end of a term, there are times when it is necessary for a student to request an incomplete grade. An incomplete grade may be issued by an instructor if a student presents in writing a rationale for circumstances beyond his or her control that prevented completing the class in a timely fashion and the student completed at least 50% of the assigned coursework at the time of request.

At the time when an incomplete grade is requested, a student must be passing the class with a grade of C or higher. Other than in cases of emergency, this request must be received by the instructor no later than two weeks prior to the end of a term. If an instructor submits an incomplete grade, an "I" shall be entered on the final grade form. An instructor must complete an incomplete grade form on which the conditions for removal of the grade of "I" are specified and the date any missing work must be submitted is included.

In general, an incomplete grade must be removed within two weeks of the end of a term, unless the extenuating circumstances warrant a longer time. A copy of all documentation for removal of an incomplete grade must be submitted to the department chair. It is a student's responsibility to meet the conditions for the removal of the "I" grade. If there are additional extenuating circumstances, a student may request an extension of the "I" grade; but in no case will an extension be allowed for more than one calendar year following the end of the term in which the "I" grade was granted. If an "I" grade is not changed in one calendar year, it will automatically revert to a grade of F (excluding dissertation-only courses). Students with an outstanding grade of "I" are not eligible to graduate.

Appealing a Grade

Students have 14 days to seek an appeal after a grade is posted.

In all cases where a student has a question regarding a grade, a student should contact the instructor to discuss the grade. In the event a student wishes to appeal a grade after speaking with an instructor, the following process is to be followed.

Student submits to the department/program chair a letter outlining why the student believes grade awarded was not appropriate for the submitted work. For example, the appeal letter must include specific examples of how the grading rubric was not fairly used in the review of a paper.

A program chair will communicate with the instructor regarding the circumstances surrounding the grade and provide details to either the associate dean or a committee appointed by the program chair.

The associate dean or review committee will grade assignments (blinded) under appeal, based on the grading rubric and submit grades to the department/program chair with a one paragraph summary of the strengths and limitations of each assignment. The department/program chair will communicate results to the student within 14 days from the initial date of the appeal.

A student is awarded the grade assigned by the associate dean or review committee - it could be higher, lower, or the same as the instructor's grade. Participation, seminar, and oral presentation grades, are not included in the evaluation - these grades remain unchanged.

Late submission deductions will remain unchanged and are factored into a final appeal grade.

Plagiarism Defined

Plagiarism is the presentation of another's work as if it were one's original. Proper and complete citation and reference, in accordance with APA style guidelines, is required of all student work. Specific examples of plagiarism include:

- Cutting and pasting or re-entering information from another's work into a document without correct citation or attribution
- Information is attributed to a source other than the original
- Material authored by someone else is submitted as original work
- Turning in previously prepared work, in part or in whole, is considered self-plagiarism and is unacceptable. In instances where it may be appropriate to include prior work, the student must obtain permission from the instructor to include the prior work.
- Information is properly cited but the paraphrasing is not substantively different from the original source
- Infrequent or missing citations

Plagiarism Sanctions

Assignments submitted for a grade, including papers and discussion posts, are subject to review for plagiarism. The consequences of plagiarism vary based on whether the incident is a first, second, or third occurrence.

First occurrence: A first instance of plagiarism is generally believed to result from a lack of familiarity and inexperience using APA guidelines and is perceived as a misuse of sources.

The sanctions for a first offense generally are, but not limited to:

- Required completion of the University Writing Center's Proper use of Resources tutorial

- A grade of zero on the assignment
- Resubmission of the assignment for a reduced grade
- Students who choose not to participate in the tutorial or fail to complete the tutorial will receive a grade of zero on the assignment

Second occurrence: A second occurrence of plagiarism is a more serious academic offense and is not attributed to naiveté, ignorance of guidelines, or a misunderstanding of what constitutes acceptable graduate scholarship at ATSU.

The sanction for a second plagiarism offense is, but is not limited, to:

- A grade of F in the course

Third occurrence: A third occurrence of plagiarism is seen as a student's chronic inability or refusal to produce acceptable graduate-level scholarship.

The sanction for a third plagiarism offense is, but is not limited, to:

- Expulsion from the university

Academic Probation

If a student fails to meet the 3.0 cumulative GPA, he or she will be placed on academic probation. There are two phases of academic probation.

Phase I Academic Probation:

- Student is limited to a maximum of two courses per semester
- Student's cumulative GPA must be a 3.0 or above at the end of the probationary semester
- If a student receives a grade of W during the probationary semester, he or she automatically fails to meet the requirements of probation

If a student meets the requirements of the probationary period, he or she is removed from academic probation and returned to good academic standing. CGHS students in poor academic standing at the time of withdrawal from all courses in a semester block are required to re-apply for admissions.

Phase II Petition Academic Probation:

If a student fails to meet the requirements of Phase I Academic Probation, Phase II is not automatically granted. Requirements for this phase include:

- Student must petition the department chair or program chair in writing within 5 days of notification
- Student is limited to two courses per block
- If a student receives a grade of W during the probationary semester, he or she automatically fails to meet the requirements of probation.
- Student's cumulative GPA must be a 3.0 or higher at the end of the probationary semester
- Students must meet any additional criteria outlined by a program chair during the Phase II academic probation term.

If a student meets the requirements of the probationary period, the student returns to good academic standing.

Students on Phase I probation who do not meet probation requirements and fail to request Phase II probation will be administratively withdrawn from a program of study. Students denied Phase II probation or who fail to meet requirements on Phase II probation may be dismissed from a program of study.

Graduation Requirements

A degree is awarded at the end of the semester following completion of requirements. Attending commencement is not required but highly recommended. Students who have not fully completed their degree requirements may participate in the graduation ceremony under the following guidelines:

- Students who only have one registered term of coursework to complete
- Dissertation Only Students (DHA & DHEd): The student has obtained committee approval of Dissertation Chapter 3 and Institutional Board Review approval
- DHSc Students: DHSC9025 completed
- Practicum Only Students: The student has identified a practicum site, the practicum supervisor is in place, and the practicum plan (with an anticipated completion date in the next block) is approved.

The official graduation date on the transcript and diploma will be the last day of the semester.

Students must complete all requirements prior to graduation. Graduation requirements include:

- Cumulative GPA 3.0
- Credit earned in all required courses (to earn credit for a course a student must earn a grade of C or higher)
- Zero financial balance is determined by the Controller's Office
- Exit interview with Financial Services (if student received financial aid at ATSU)
- Graduate exit survey completed

Degree Completion

Students at CGHS are expected to complete a degree in a program's standard plan of study. Students will have a maximum degree completion timeline of five years for a master's program and seven years for a doctoral program from the time of initial enrollment. Failure to complete a degree program in the time allowed may result in loss of some or the entire student's previously earned course credits.

Academic Standards, Guidelines, and Requirements

Academic Standing

In order to maintain good academic standing, students must maintain a 3.0 cumulative GPA. Academic standing is evaluated after the Fall and Spring semesters.

Attendance

Please see the ATSU Policies section of this catalog for the University policy on student absences. In addition to the University policy, CGHS requires the following:

As a student in an online program, it is expected you participate in all class activities every week. The academic week is from 12:00 AM Arizona time Monday morning through 11:59 PM Arizona time the following Sunday. Participation and attendance are defined as having completed one or more of the activities required in any week. These include:

- Participate in the class discussion
- Submit a paper

- Complete a quiz or examination
- Complete some other assignment as presented in the course syllabus

If a student does not complete any activities during the first week of class, he/she will be administratively withdrawn. Throughout the remainder of the course, if a student does not participate during a week, he/she may be contacted by the instructor. If non-participation continues for two consecutive weeks, an academic advisor will contact a student. If non-participation continues for three weeks, the department chair and an academic advisor will again contact the student. Four weeks of no participation or attendance may result in a student being removed from a class.

Textbooks

The book list is posted at http://guides.atsu.edu/CGHS_Course_Resources/Textbooks and on the ATSU portal four weeks prior to the start of a semester block. Students should order books from this list only for the new semester block.

Students may purchase books from any bookstore; however, CGHS can only assist students with book issues if books are ordered from Matthews Bookstore Online. Required books containing access codes for additional materials should be purchased directly through Matthews Bookstore Online.

It is a requirement that students have all required books the first day of class.

Course Access

Students are granted Blackboard course access one week prior to the first day of class.

Course Cancellation

The institution has the right to cancel a course. Any student enrolled prior to a course cancellation will receive a full refund of tuition paid.

Inclement Weather Policy

In the event a major weather occurrence prevents a student from accessing a class, instructors will work with the student to set reasonable accommodations to accept assignments after a due date. Instructors may request documentation from a student if a weather occurrence is not widespread.

Late Assignment Policy

Late work is not accepted without prior approval of your instructor. Failure to obtain approval before the due date may result in a zero for the assignment.

Program Cancellation

Should the institution cancel a program, currently enrolled students are permitted to complete a program before it is discontinued. No new students are permitted to enroll in a program the institution has cancelled.

Doctor of Health Administration Program

CGHS' doctorate program in health administration prepares students for executive leadership in the field. Graduates earn their health administration degree entirely online and can continue to work in this fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that the medical and health segment of the economy will continue to grow, making the Doctor of Health Administration significant for those interested in career advancement and/or a new career in health care management education.

This program integrates web-based instruction, directed readings, email, chat room interactions, and dissertation collaboration between students and faculty. The College uses mission driven, context-based curriculum design, and assesses student learning through authentic assessments.

Program Mission Statement

The ATSU College of Graduate Health Services' Health Administration program is learner-centered and prepares current and future healthcare leaders seeking to advance their scholarship and professional practice in health administration. Our graduates are prepared to become well regarded leaders who are recognized contributors to improving overall population health and furthering the osteopathic traditions of whole person healthcare.

Program Vision

The ATSU Health Administration program will be globally recognized for its learner-centered program where students, faculty, and administration work together to make a measurable difference in worldwide healthcare outcomes.

Program Values

Leadership – We value modeling and mentoring strong leadership skills that inspire individual and organizational excellence.

Integrity – We value strong ethical principles and fairness in our individual actions and our organizational decision making.

Diversity – We value the ideas and beliefs of all of our stakeholders, and work to foster an inclusive environment that respects the dignity of all.

Innovation – We value creative approaches to thinking, teaching, learning, scholarship, and research that inspire our students and faculty to promote positive change in the healthcare environment.

Lifelong learning – We value the pursuit of impactful knowledge that enhances the personal and professional development of all stakeholders, improves professional practice, builds learning communities, and promotes continual educational enrichment.

Length of Program

The Doctor of Health Administration program consists of 14 courses, or 62 credit hours, a competency exam, plus dissertation courses.*

*A student must take a minimum of four dissertation courses and typically will take four dissertation courses to complete the dissertation. A student may take more than four dissertation courses but the length of time to complete the program may not exceed seven years.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Coaching, Mentoring, and Interpersonal Communications
- Health Policy, Law, and Regulation
- Leadership and Ethics
- Negotiation, Mediation, and Managing Conflict
- Population Health
- Quality Improvement/Performance Excellence
- Research Methods I
- Research Methods II

Year 2

- Current Healthcare Trends/Dissertation Development
- Dissertation
- Healthcare Economics and Financial Management
- Health Organization Governance
- Healthcare Organization Informatics
- Research Methods III
- Strategic Change Management for Healthcare Organizations

Year 3

- Dissertation

Course Descriptions and Credit Values

Core Courses

Coaching, Mentoring and Interpersonal Communications – DHAD7200 – 3 credit hours: Building upon practical experience gained via the Leadership and Ethics course, participants will examine the importance of succession planning and develop strategies for organizational development. Participants will identify interpersonal communication styles and strengths and further develop communication competencies.

Health Organization Governance – DHAD8600 – 3 credit hours: In this executive course students are involved in processes used to identify and recruit governing boards, and the use of effective management and communication skills to establish board accountability and buy-in. Board development, board composition, fiduciary responsibility, leadership roles and the governing role of the board and its infrastructure are examined.

Health Policy, Law and Regulation – DHAD7800 – 3 credit hours: This executive course will cover significant legislation impacting the health care industry, including current topics in health care reform, along with discussion on advocacy and active participation in policy development. Students are required to interface with local, state and federal legislators as a means to investigate and advocate for patient centered health related policy.

Healthcare Economics and Financial Management – DHAD8200 – 3 credit hours: Participants will use key financial and economic principles to examine executive level decisions relative to capitalization, credit ratings, debt capacity, alternate funding sources, business plan development and overall organizational finance strategy. The concepts will be considered from a non-profit and for-profit healthcare organizational perspective.

Healthcare Organization Informatics – DHAD8400 – 3 credit hours: In this executive course, students will investigate the qualities necessary to strategically evaluate, select and implement system wide informatics. Consideration is given to the effects of the rapidly evolving informatics field and resulting organizational adaptation. Decision support systems integrating financial, human resources, continuous quality improvement, and strategy and resource utilization will be introduced and applied.

Healthcare Trends/Dissertation Review/Comprehensive Exam – DHAD9000 – 3 credit hours: In this executive course, current healthcare trends and healing environments for patients will be studied. Students will review best practices and develop strategies to use in their specific work environments. In this capstone class, students review and present three dissertations and/or high level theses (if approved by the instructor) relating to their final applied dissertation, and then complete the comprehensive examination.

Leadership and Ethics – DHAD7000 – 3 credit hours: This self-reflective and development executive course is based upon group work and case based activity. Established leadership theories will be used to develop personal skills in leadership and individual ethical perspectives. Students will be required to engage an American College of Healthcare Executive ACHE Fellow as a mentor/coach throughout their doctoral program experience.

Negotiation, Mediation and Managing Conflict – DHAD8000 – 3 credit hours: In this executive course students will identify personal negotiation style and strengths; and how to use this individualized approach to mediating and managing conflict at various levels of the organization and with both practitioners and non-practitioners.

Population Health – DHAD7500 – 3 credit hours: In this executive course students will investigate healthy people and healthy populations. Students will understand historical perspectives and emerging trends of health issues, populations, shared concerns of society and vulnerable groups. This will include public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors that can affect the health and welfare of the overall population. The role of the health care administrator in promoting population health and wellbeing, as well as identification of potential resources for data and optimization of services will be explored.

Quality Improvement/Performance Excellence – DHAD7600 – 3 credit hours: In this executive course, concepts and principles of continuous improvement and patient safety using the Baldrige Criteria will be used. Group work and case studies will allow participants to develop evidence based management principles leading to patient centered, quality driven practices that will result in improved patient outcomes and more efficient and effective organizational practices.

Research Methods I – DHAD8050 – 3 credit hours: This course focuses on the fundamental techniques involved in designing research studies, including scientific thinking, effective evaluation of literature, identification of problems, and development of purpose statements and hypotheses. Reviews of basic statistics, computer software, and interpretation of statistical analyses are included.

Research Methods II – DHAD8150 – 3 credit hours: In this course, students will be immersed in the principles and techniques involved in quantitative research methods. Topics covered include survey and experimental methods; sampling; hypothesis testing; exploring, displaying, and examining data; measures of association; multivariate analysis; and presentation of results.

Research Methods III – DHAD8250 – 3 credit hours: This course examines qualitative and mixed methods approaches in research. Students will focus on the researcher's role in these types of studies, data collection techniques such as observations or interviews, data recording methods, data analysis and validation of results. Mixed methods issues such as sequencing and integration of findings are also explored.

Strategic Change Management for Healthcare Organizations – DHAD8800 – 3 credit hours: In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization's current strategic position and apply relevant theoretical models and the necessary change management practices resulting developing organizational adaptability.

Dissertation Courses

Dissertation – DHAD9500, 9510, 9520, and 9530* – 5 credit hours each: The dissertation is the cumulative project for the DHA program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement.

*A series of DHAD9500 courses (DHAD9510, DHAD9520, and DHAD9530) are taken until the dissertation is completed; a minimum of four are required, and typically four dissertation courses (DHAD9500-DHAD9350) are taken to complete the dissertation. The dissertation must be completed within seven years of beginning the program.

Doctor of Health Education Program

The Doctor of Health Education (DHEd) program complements the University's mission of encouraging its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the whole patient while helping to create the best health professions educators in the world. This program is for health professionals wanting to advance their careers in education, leadership, and scholarship. We provide graduates with the knowledge and skills to become successful educators, leaders, and researchers in the health professions. Our graduates are trained to perform with the highest ethical standards and sensitivity to cultural diversity. This program is one of few fully online doctorate degrees in health professions education and challenges students to examine the current state of health professions education and their individual roles and responsibilities within it. This program integrates web-based instructions, directed readings, and discussions among students and faculty. The College uses mission-driven, problem-based curriculum design and assesses student learning through authentic embedded assessments. Students complete a doctoral research project (DRP) within a structured approach that allows for faculty and student feedback along the way.

About the DHEd Program & Doctoral Research Project (DRP)

- Career options for DHEd graduates may include:
  - Professor at a college or university in a multitude of health professions
  - Director of health education department or program
  - Director of community health services
  - Health professions clinical educator
- A student's doctoral research project (DRP) trains students in the application of research to professional practice. The DRP consists of five courses taken after the completion of the core courses.

Length of Program

The Doctor of Health Education program consists of 15 courses, or 55 credit hours.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Cultural Competence and Multicultural Education
- Finance and Budgeting
- Innovative Teaching Strategies
- Instructional Design and Program Planning
- Qualitative Research
- Quantitative Research
- Technology and Educational Transformation
- Transformative Leadership and Ethics

Year 2

- Educational Program Evaluation
- Student Assessment

- Proposal Preparation for DRP
- Literature Review for DRP
- Research Design for DRP
- Data Analysis for DRP
- Publication of DRP

Course Descriptions and Credit Values

Core Courses

Cultural Competence and Multicultural Education – DHED7300 – 3 credit hours: Students examine the influence of diversity, culture, ethnic origin, and societal change on educational and health care institutions. Students will learn how to teach and lead in the continuously changing global environment. Students explore how language, gender, race, tradition, education, economic structure, societal transitions, and global events affect how educational and organizational philosophies are developed. In addition, this course will concentrate on multicultural teaching and learning.

Educational Program Evaluation – DHED8900 – 3 credit hours: Students will be introduced to educational program assessment and evaluation. Topics include meeting health programmatic accreditation requirements, creating academic institutional effectiveness plans, program creation and revision, curricular evaluation, and strategic program assessment at the college and university level. Other topics discussed include evaluating certification and licensure pass rates, retention and attrition statistics, and integrating advisory board guidance into educational programs.

Finance and Budgeting* – DHED7700 – 3 credit hours: Students will examine financial concepts and theories that influence the budgets of higher education institutions. Topics include potential revenue sources, budgeting techniques, effect of legislative action on budgets of higher education institutions, cost sharing concepts, reallocation concepts, and downsizing.

Healthcare Economics and Financial Management* - DHAD8200 – 3 credit hours: Students will use key financial and economic principles to examine executive level decisions relative to capitalization, credit ratings, debt capacity, alternate funding sources, business plan development, and overall organizational finance strategy. The concepts will be considered from both non-profit and for-profit healthcare organizational perspectives.

*Students take either Finance and Budgeting (focused on institutions of higher education) or Healthcare Economics and Financial Budgeting (focused on healthcare organizations), depending on their area of interest.

Innovative Teaching Strategies in the Health Professions – DHED8100 – 3 credit hours: Students will learn about traditional and emerging learning theories in pedagogy and andragogy. Topics discussed include student-centered learning, heutagogy, Pedagogy 2.0 and 3.0, problem-based learning, and transformative learning. Emphasis will be placed on teaching and learning in the face-to-face, hybrid, and online learning environments.

Instructional Design and Program Planning – DHED8500 – 3 credit hours: Students will examine the use of a systematic process-based on learning theory to plan, design, and implement effective instruction for health professions education. Students will use educational taxonomies for the creation of instructional objectives for traditional and competency-based programs, and they will learn techniques for mapping curriculum.

Qualitative Research – DHED8300 – 3 credit hours: Students will develop a theoretical framework for qualitative research. Topics include how to conduct various types of qualitative research projects through interviews, observations, and open-ended data, as well as how to analyze and report results. Students will conduct, analyze, and report qualitative data.

Quantitative Research – DHED7900 – 3 credit hours: Students will be provided with an overview of the types of quantitative designs and statistical techniques. Students will learn about descriptive statistics; sampling techniques; statistical inference, including the null hypothesis, significance tests, and confidence intervals; and causal-comparative

analyses, including t-test and ANOVA. Students will be required to do hands-on activities, and interpretation of data will be emphasized.

Technology and Educational Transformation – DHED7500 – 3 credit hours: Students will examine how technology has transformed health care and educational environments. Topics include how to integrate technology into instructional design and how to evaluate the effectiveness of technology. Copyright, fair use, and the Teach Act will be discussed, and students will have the opportunity to experiment with some of the latest technology tools.

Transformative Leadership and Ethics – DHED7100 – 3 credit hours: Students will be provided an introduction to the organization and governance of health care organizations, colleges, and universities. Faculty, academic and administrative contexts, and organizational cultures within which students may be employed will be explored. Topics discussed include organizational theory, employee evaluation, ethics, institutional effectiveness, and accreditation.

Student Assessment – DHED8700 – 3 credit hours: Students will learn how to create authentic assessments within a health curriculum. Best practices in assessment will be discussed, and students will create problem-based, competency-based, and transformative assessments that provide them with critical thinking and career-specific skills to facilitate training and education in the workplace.

Doctoral Research Project Courses

The Doctoral Research Project (DRP) consists of five 5-hour courses that develop a research project from the stages of proposal to dissemination. The research project is a research based effort in an area chosen by the student. The goal of the DRP is to advance practical knowledge in health professions education based on research and analysis. Each student will be assigned a faculty member to approve the project and provide mentorship and supervision throughout the process.

1. **Proposal Preparation for DRP – DHED9600 – 5 credit hours**
2. **Literature Review for DRP – DHED9610 – 5 credit hours**
3. **Research Design for DRP – DHED9620 – 5 credit hours**
4. **Data Analysis for DRP – DHED9630 – 5 credit hours**
5. **Publication for DRP – DHED9640 – 5 credit hours**

Doctor of Health Sciences Program

The Doctor of Health Sciences (DHSc) is a post-professional degree designed for master's or doctorate prepared health professionals. The program aims to develop and enhance the professional skills needed to provide competent leadership in today's challenging healthcare systems. This advanced degree prepares graduates to better understand and effectively engage in efforts targeting healthcare, wellness, health promotion, health education, public health, and research. The DHSc program provides current health professionals with the knowledge and skills to excel in project management, decision-making, organizational leadership, establishing evidence-based standards, and gaining the competencies to apply research to professional practice.

Students have the opportunity to focus on one of three concentration areas, which include global health, leadership and organizational behavior, and fundamentals of education. The program also promotes application of research to professional practice through completion of an Applied Research Project (ARP). The ARP consists of five courses within the program of study.

Length of Program

The Doctor of Health Sciences program consists of 19 courses, or 70 credit hours, including 64 credit hours completed through distance education and a six-credit course, which includes a one-week residency held in Arizona. The degree can be completed in three years.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Critical Thinking and Writing for Professionals – Must be taken in the first block and students must receive a passing grade to continue on in the program
- Health Administration, Law & Ethics
- Healthcare Information Systems
- Health Professionals Role in Health Promotion (10 week course with one week residency requirement in Arizona)
- Principles of Management & Decision Analysis
- Risk Management for Health Professionals
- Course #1 of concentration

Year 2

- Evidence-Based Practice
- Literature Review for the Applied Research Project
- Population Health & Patient-Centered Care
- Proposal Development for the Applied Research Project
- Research Methods, Design & Analysis
- Course #2 of concentration

Year 3

- Data Analysis for the Applied Research Project

- Data Collection for the Applied Research Project
- Dissemination for the Applied Research Project
- Healthcare Delivery Systems
- Healthcare Outcomes
- Course #3 of concentration

Course Descriptions and Credit Values

Core Courses

Critical Thinking and Writing for Professionals – DHSC6005 – 3 credit hours: The purpose of this course is to establish a solid foundation of writing skills and familiarize students with the writing policies and expectations of The College of Graduate Health Studies (CGHS). Emphasis is placed on scholarly writing elements, including annotated bibliographies, American Psychological Association (APA) format and style, effective use of evidence, literacy skills, academic integrity, review and critique of literature, and rhetoric. The course examines the characteristics of critical writing that are assessed throughout the program to identify students' knowledge, comprehension, application, analysis and synthesis of content.

Evidence-Based Practice – DHSC8030 – 3 credit hours: This course is designed to assist health professionals with learning how to integrate high-quality research with clinical expertise, critical thinking, and patient values for optimum care. Systematic methods for critical appraisal of study quality, research design, strength of research recommendations, and quality of literature pertaining to a specific clinical problem will be presented. Evidence-based resources and databases for health professionals will be identified. Methods will be explored to promote health professionals' participation in learning and research activities to the extent feasible.

Health Administration, Law & Ethics – DHSC7020 – 3 credit hours: This course provides non-legal health professionals with a concrete foundation in healthcare law and ethics. The goal is to assist students in developing practical approaches to improving the excellence and delivery of healthcare. Healthcare decisions are especially apt to have some form of ethical consequence. This course is designed to provide a basic framework from which to consider these consequences, as well as give the healthcare professional tools that will assist in times of ethical dilemmas.

Health Professionals Role in Health Promotion [with one week onsite Winter Institute] – DHSC9000 – 6 credit hours: The Winter Institute is a course delivered through blended distance and residential learning comprised of predominantly an online format with a one-week residential educational event held in Arizona. This course will reflect on the national goals for health promotion through reviewing current public health documents. This course will assist in the development of a health promotion plan that could be incorporated at an individual, group or community level. To fully understand the processes necessary to implement health promotion initiatives as a health professional, studying and discussing the development of health promotion programs is necessary. The course will explore the common issues threatening the health status of society. The steps and processes required to develop or evaluate a health promotion initiative will be discussed. The residential component of the course will consist of lectures, group work, presentations, debates, case studies, and various other events which address relevant healthcare issues that impact educators, administrators, researchers, and clinicians.

Healthcare Delivery Systems – DHSC7010 – 3 credit hours: This course introduces the historical development, structure, operation, function, and current and future directions of the major components of healthcare delivery systems. The course will explore how national systems have evolved and how countries confront the emerging issues in healthcare. Specific topics discussed will include the historical evolution of health systems, the various models that are used around the world, the main components of a health system, and the criteria used to assess the functioning of a health system. Included will be discussions around how health systems can be reformed and what strategies may be used to accomplish this.

Healthcare Information Systems – DHSC6030 – 3 credit hours: This course will provide students with the opportunity to examine the application of technology to obtain and use data, knowledge, and information in the field

of health care. Students will understand how application of technology in healthcare has become increasingly critical to patient care, quality, effectiveness, efficiency, and overall operations. With increased government support for healthcare information systems, health information technology will be the base of support for clinical and management decision-making. This course also explores the issues, benefits, and challenges of using health care information systems. Emphasis will be placed on applications that directly impact government initiatives, business operations, and patient safety.

Healthcare Outcomes – DHSC8010 – 3 credit hours: This course introduces the concept of continuous quality improvement as a means to evaluate and improve health care outcomes. Continuous quality improvement (CQI) has presented a great opportunity to the health community but it is not a remedy for all health system problems. CQI represents a perspective and framework for on-going development processes leading to increased customization and co-configuration of health services and strategies for health care reform. It is one of an array of approaches that health care leaders should be using to improve the effectiveness and efficiency of health services, along with patient-centered care, evidence-based medicine/management, clinical pathways, and process re-engineering.

Population Health & Patient-Centered Care – DHSC7030 – 3 credit hours: This course examines many of the issues that are believed to influence the health of the global population. As the world is being challenged daily with forces of nature and manmade dilemmas, we are all tasked to influence and alter the trajectory and consequences of many of these negative stimuli. The course will explore many prominent themes and issues that are believed to influence the health of populations. Topics that will be discussed in the course include how population health is influenced by urbanization and migration, climate change, culture, the media, social and economic class, gender, employment status, and political and health systems.

Principles of Management & Decision Analysis – DHSC6010 – 3 credit hours: This course introduces principles of management and decision-making as they relate to the health care sector. Students will become acquainted with management and decision-making tools and how they can be applied in health care delivery and administration. The modules link the management functions of planning, organizing, communication, and legal aspects of human resources with decision-making for achieving positive outcomes. Students will explore models for effective committee work and the roles of committee chairs, as well as the concepts of power and authority, organizational structure, and delegation of duties. In preparation for assuming the role of a health care manager, regardless of the setting, this course focuses on the development of new skill sets that are essential for a successful transition.

Risk Management for Health Professionals – DHSC6020 – 3 credit hours: This course provides an introduction to quality healthcare and risk management as it relates to and interacts with the broader picture of quality improvement. The course will explore many important issues pivotal to promoting quality healthcare. Topics that will be discussed in the course include: how are quality outcomes defined and measured; who is responsible for measuring health; and what are the prominent quality improvement theories used in healthcare. In addition, the results of data from studies describing how the United States health system is performing; and what are quality initiatives that could be implemented to enhance healthcare are highlighted.

Applied Research Project Courses

Research Methods, Design and Analysis – DHSC8020 – 3 credit hours: This course is the first in a series of six courses designed to assist you with the development of an applied research project (ARP). This course provides an introduction and overview of research methodology and design. Quantitative, qualitative, and mixed methods approaches to examining a problem and finding answers to unresolved issues will be explored. Topics that will be discussed in the course include: how to select the best research method and design for the problem under study, the purpose of a literature review, ethical considerations for research, and the most appropriate data collection tools and analytic principles that should be employed. The purpose of the course is to introduce the research process, and the methods, designs, and analytical tools required to critically evaluate research articles in preparation for initiating the ARP. The main focus of the course will be to gain skills in reviewing and critiquing research.

Literature Review for the Applied Research Project – DHSC9015 – 5 credit hours: This course is the second in a series of six courses designed to assist you with the development of an applied research project (ARP). Understanding

the past and current literature in the ARP topic area is crucial to the development of a sound research project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully review the literature around your chosen ARP topic and write a focused review of literature.

Proposal Development for the Applied Research Project – DHSC9025 – 5 credit hours: This course is the third in a series of six courses designed to assist you with the development of an applied research project (ARP). The purpose of this course is to provide the knowledge and skills necessary for the development of the ARP proposal. The proposal is crucial to the success of the ARP, as it provides the rationale and significance, the purpose, and the methodology of the proposed research study. During this course, students will work closely with their Facilitator to ensure the proposal is methodologically sound. By the end of this course, students will have completed the proposal and submitted an application to the ATSU Institutional Review Board (IRB) for approval to conduct the research study.

Data Collection for the Applied Research Project – DHSC9035 – 5 credit hours: This course is the fourth in a series of six courses designed to assist you with the development of an applied research project (ARP). The purpose of this course is to provide you with the knowledge and skills necessary to implement your sampling methodology, successfully collect and properly manage your data, and become familiar with the statistical software package, IBM SPSS, that you will use to analyze your data in the upcoming data analysis course.

Data Analysis for the Applied Research Project – DHSC9045 – 5 credit hours: This is the fifth in a series of six courses designed to assist you with the development of an applied research project (ARP). This course provides an overview of basic quantitative and qualitative data analytic techniques. Students will learn the concepts of descriptive and inferential statistics as well as the process of qualitative coding and analysis. In addition, students will learn to effectively use data analysis software to analyze research data. At the end of this course, students will have conducted data analysis for the ARP and will have completed a full results section to be used in the final research manuscript.

Dissemination for the Applied Research Project – DHSC9055 – 5 credit hours: This course, the final in the Applied Research Project (ARP) series, focuses on providing students with the knowledge and skills needed to successfully complete an ARP manuscript and to disseminate research findings.

Fundamentals of Education Concentration Courses

Contemporary Teaching & Learning Concepts – DHSC8420 – 3 credit hours: This course is an overview of some of the current models and theories that are becoming popular in higher education. Much research has focused on academia over the past few years to determine how best to educate students in a cost effective, productive manner. Some of the more prominent theories include: learner-centered teaching, student-centered learning, inter-professional learning, and distance education. The purpose of this course is to explore the research and practical application of contemporary models of education. Students will examine various models and philosophies of delivering and managing course content, promoting knowledge transfer, and determining best practices for effective teaching.

Curriculum & Course Design – DHSC8430 – 3 credit hours: The purpose of this course is to expand knowledge and understanding of curriculum and course development. The course is designed to engage students in developing course syllabus, assignments and grading rubrics, lesson plans, and a course outline. Students will explore strategies that promote student learning based on best teaching practices.

Theoretical Foundations of Learning – DHSC8410 – 3 credit hours: The purpose of this course is to review the research on learning theory to provide the foundation for understanding learning styles and their applicability to adult learners. The course is designed to examine evidence related to adult learning and will explore the neuroscience, behavioral, cognitive, psychological, and social factors inherent in adult learning. The student will engage in a critical analysis and examination of numerous scientific theories and processes that are thought to influence learning. Some of the main theories that will be explored include: behaviorism, social cognition, information processing, constructivism, cognitive learning, and motivation.

Global Health Concentration Courses

Global Health Ethics – DHSC8130 – 3 credit hours: This course provides an introduction to the principles and theory of ethics as applied to global health. The course will examine some of the primary theories and principles in healthcare ethics including virtue, deontology, utilitarian, autonomy, justice, beneficence, and nonmaleficence. The course will explore many prominent global health issues and exemplify how greater knowledge and understanding of global ethics is vital to effective and sound decision-making. Topics that will be discussed in the course include ethical issues related to: pandemic preparedness, end of life, human organ transplantation, clinical research in developing countries, human rights, resource allocation, and the effects of globalization on world health.

Global Health Issues – DHSC8110 – 3 credit hours: This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs

Globalization & World Politics – DHSC8120 – 3 credit hours: This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community.

Leadership & Organizational Behavior Concentration Courses

Health Policy Development & Analysis – DHSC8220 – 3 credit hours: This course provides an in-depth discussion of the key political and administrative decision-making processes of the American health system. Particular emphasis is placed on the health policy development process. The goal of the course is to expand knowledge on the definition of public policy; health policy development process; and funding solutions to complete policy issues. Students will examine the variety of social, economic, and political influences on health policy making and will discover that there are a variety of "policy instruments" available to decision makers to solve policy problems at the policy formulation stage.

Organizational Behavior – DHSC8230 – 3 credit hours: This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

Trends & Issues in Leadership – DHSC8210 – 3 credit hours: This course examines the historical and current theoretical models of leadership and will address the contemporary thought on leadership, the leader's role, and explore applications of that role. Topics will include the current context for leadership and personal leadership styles in the healthcare arena. Students will examine moral frameworks for leadership and decision-making as well as leadership domains and the synthesis of leadership development. Case studies will explore leadership in practice in both the public and private sectors as it relates to healthcare management.

Master of Health Administration Program

CGHS's master's degree program in health administration prepares students for leadership in the field. Graduates earn their health administration degree online and enter a fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that Employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services, making the Master of Health Administration significant for those interested in career advancement.

This program integrates web-based instruction, directed readings, email, and chat room interactions between students and faculty. The College uses mission driven, context-based curriculum design, and assesses student learning through authentic embedded assessments.

Program Mission Statement

The ATSU College of Graduate Health Services' Health Administration program is learner-centered and prepares current and future healthcare leaders seeking to advance their scholarship and professional practice in health administration. Our graduates are prepared to become well regarded leaders who are recognized contributors to improving overall population health and furthering the osteopathic traditions of whole person healthcare.

Program Vision

The ATSU Health Administration program will be globally recognized for its learner-centered program where students, faculty, and administration work together to make a measurable difference in worldwide healthcare outcomes.

Program Values

Leadership – We value modeling and mentoring strong leadership skills that inspire individual and organizational excellence. Integrity – We value strong ethical principles and fairness in our individual actions and our organizational decision making.

Diversity – We value the ideas and beliefs of all of our stakeholders, and work to foster an inclusive environment that respects the dignity of all.

Innovation – We value creative approaches to thinking, teaching, learning, scholarship, and research that inspire our students and faculty to promote positive change in the healthcare environment.

Lifelong learning – We value the pursuit of impactful knowledge that enhances the personal and professional development of all stakeholders, improves professional practice, builds learning communities, and promotes continual educational enrichment.

Length of Program

The Master of Health Administration program consists of 12 courses, or 36 credit hours.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Health Administration Law and Ethics
- Health Services in the US
- Healthcare Financial Management
- Healthcare Information Systems
- Healthcare Strategic Planning and Marketing
- Introduction to Graduate Research and Writing
- Leading Healthcare Organizations
- Elective #1

Year 2

- MHA Capstone Project
- Managing Human Resources
- Population Health Management
- Elective #2

Course Descriptions and Credit Values

Core Courses

Health Administration Law and Ethics – MHAD6600 – 3 credit hours: This course is designed to help non-legal professionals develop a concrete foundation in healthcare law and ethics, as well as practical approaches to improving the excellence and delivery of healthcare. Critical thinking skills are honed as students review issues such as Sarbanes-Oxley, privacy of medical information, and other current case law issues.

Health Services in the US – MHAD6250 – 3 credit hours: This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics.

Healthcare Financial Management – MHAD6550 – 3 credit hours: This course introduces the essential and practical elements of healthcare financial management to health administration students who may not be financial managers. It places an emphasis on key financial management concepts and their applications that are critical to making business decisions in both non-profit and for-profit healthcare organizations. It integrates finance, economics, and financial and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, value-based purchasing, revenue cycle management, financial planning and analysis, cash budgeting and working capital management, capital budgeting and long-term financing, and organizational financial performance analysis.

Healthcare Information Systems – MHAD6300 – 3 credit hours: This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT Challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization.

Healthcare Strategic Planning and Marketing – MHAD7100 – 3 credit hours: This course presents a general overview of the strategic planning and marketing processes in health service organizations. In comparison to operational management, this course will emphasize the planning function of health care management with an

external or strategic orientation. In addition, students will be introduced to a variety of marketing topics, strategies, and creative approaches, as well as an understanding of the development and execution of marketing techniques. Examples from a wide variety of healthcare provider applications are used.

Introduction to Graduate Research and Writing* – MHAD6150 – 3 credit hours: In this course, students will develop a grounding in graduate-level research and writing. The fundamentals of using scholarly and industry-respected sources in the preparation of academic manuscripts will include topics such as writing style, citations and referencing using the APA Publication Manual. At the conclusion of the course, students will have achieved a basic mastery of research and APA style writing, and be better prepared to write at the graduate level. Students are required to take this course in their first term and are expected to pass this course in order to continue in the MHA program.

*This course must be taken in the first block attended. It must be passed before moving forward in the program and can be taken with Health Services in the US.

Leading Healthcare Organizations – MHAD6270 – 3 credit hours: This course focuses on healthcare administration, including the management process, descriptions of the managerial functions, managerial roles, motivation, and communication. In addition, this course will provide students with an understanding of leadership and ethics in healthcare administration in the context of the U.S. healthcare system. Codes of professional conduct and ethical policy statements will be reviewed from the American College of Healthcare Executives.

Managing Human Resources – MHAD6050 – 3 credit hours: The focus of this course is workforce planning, recruitment, hiring, supervision, motivation, training, evaluation, and overall management of staff members in organizations. Students are introduced to human resources laws and the various ways employees behave in healthcare organizations. Emphasis is placed on understanding how healthcare managers can foster creative problem solving, collaboration, conflict resolution, empowerment, and teamwork while maintaining a fair and productive working environment.

MHA Capstone Project – MHAD7200 – 3 credit hours:** In this course, students will integrate all of the theories and knowledge gained throughout the MHA program to apply a systems-based approach to a project designed to present challenging opportunities for decision-making. The course focuses on the complexities of healthcare delivery systems, building alliances within and outside of the healthcare industry, and strategic decision-making. Students must complete all core courses before registering for this course.

**This course must be in the last term.

Population Health Management – MHAD7000 – 3 credit hours: This course introduces students to the concepts, practices, and developing trends of population health management. It examines multiple determinants of health. It covers population health management's essential strategies, impact by the Affordable Care Act, and relation to U.S. healthcare delivery system as the system transforms from episodic non-integrated care to outcome-accountable care and further to community-integrated healthcare. The course addresses health's relation to overall wellbeing, measures health in individuals and populations, explores economic concepts in population health, and discusses ethical and managerial issues in population health improvement. Additionally, this course integrates real-world examples to guide students on how to identify, analyze, and present data in a meaningful way to elevate the awareness of population health and increase understanding of population health outcomes.

Electives

Community Based Healthcare – SHMG5400 – 3 credit hours: The development and maintenance of a community-based healthcare model are the focus of this course. Administering programs to sustain and promote a state of healthy well-being in the community and activate community resources are discussed as well as the impact of emerging models of community-based healthcare programs.

Data Management and Design – SHMG6320 – 3 credit hours: Databases are the heart of any health information system. Their design affects the ease of creating and accessing information from the data entered. This course focuses

on the function and requirements of data design, management, and warehousing. Students will learn subtleties of design such as naming fields and creating connections to data that lead to effective reporting.

Electronic Health Records System Administration – SHMG6330 – 3 credit hours: This course surveys the types and functions of electronic health records systems, from a historical perspective to their use in current practice. It familiarizes the student with decision-making processes used in selecting and maintaining electronic health records systems, including issues such as hardware and software support, system security and access controls, employee and medical staff training, and system testing.

Health Information Systems Development and Design – SHMG6310 – 3 credit hours: This course examines the functions of a systems analyst, the interface between technical staff and end users. Students will develop knowledge of programming, systems design, and the life cycle of an information system from determining the needs of end users and the organization, to system sunset.

Technology in Evidence-Based Decision-making – SHMG6340 – 3 credit hours: In this course, students will examine the use of technology in evidence-based decision-making by the healthcare administrator. The course focuses on the transformation of data into information and knowledge designed to improve decisions and, ultimately, patient and organizational outcomes. Students will explore the nature of databases and internet applications in healthcare decision-making, as well as use available technology to organize, interpret, and present administrative data.

MHA to DHA

MHA students wishing to apply to the Doctorate of Health Administration Degree may elect to take two DHA courses as electives. Please visit with an Academic Advisor for more information at 877-686-2658 or cghsacademicadvisors@atsu.edu. Any or all of the following courses may be selected:

Leadership and Ethics – DHAD7000 – 3 credit hours: This self-reflective and development executive course is based upon group work and case based activity. Established leadership theories will be used to develop personal skills in leadership and individual ethical perspectives.

Coaching, Mentoring and Interpersonal Communications – DHAD7200 – 3 credit hours: Building upon practical experience gained via the Leadership and Ethics course, participants will examine the importance of succession planning and develop strategies for organizational development. Participants will identify interpersonal communication styles and strengths and further develop communication competencies.

Master of Public Health Program

CGHS' online Master's in Public Health prepares students for leadership in the field of public health. This program integrates web-based instruction, directed readings, email, and chat room interactions among students and faculty. The College uses mission-driven, context-based curriculum design and assesses student learning through authentic assessments. It includes a culminating supervised practicum project in a public health setting emphasizing evaluation and service delivery planning or operations, resolving a management problem, or evaluating a program component.

Department Mission Statement

The mission of the MPH department is to prepare public health professionals for leadership to advance public health, promote individual and community health and well-being, and to serve under-served populations to decrease health disparities locally, nationally, and globally.

Department Vision

The department will be the preeminent academic preparation for public health professionals. We will provide a contemporary and flexible curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health and wellness.

Department Values

Leadership - We value leadership development for our students, faculty, and staff and encourage participation in community and professional service.

Integrity - We value the highest ethical principles of fairness and honesty in all of our interactions.

Scholarship - We value critical thinking and the generation of ideas through innovation and analysis.

Diversity - We value differences among people and their personal and professional perspectives.

Interprofessional education - We value the combined contributions of our educational community and work to achieve an environment of teamwork and collaboration.

Innovation - We value the development of progressive and efficient mechanisms for learning, teaching, and technological delivery.

Length of Program

The Master of Public Health program consists of 15 courses, or 48 credit hours.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Biostatistics
- Community Health Informatics
- Epidemiology
- Fundamentals of Research in Public Health Policy
- Introduction to Public Health Concepts

- Public Health Policy and Politics
- Public Health Systems Policy and Management
- Elective #1

Year 2

- Behavior Sciences Health Education Concepts
- Development of Community-Based Programs
- Environmental Health Sciences
- Identifying Community Health Needs
- Leading Healthcare Organizations
- Public Health Practicum
- Elective #2

Course Descriptions and Credit Values

Core Courses

Biostatistics – BIOS7000 – 3 credit hours: Biostatistics is the study and development of statistical, mathematical, and computational methods applied to biological, health, and human sciences. Biostatisticians play a key role in the design, conduct, and analysis of research studies in areas of health and disease, and create and apply methods for quantitative research in health-related fields. Topics covered include data description, probability, distribution of random variables, applications of the binomial and normal distributions, estimation and confidence intervals, hypothesis testing, contingency tables, regression, and analysis of variance. Additional topics include an introduction to statistical computing and data management, non-parametric statistical methods, and demographic measures. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

Behavioral Sciences Health Education Concepts – HLTH6500 – 3 credit hours: Social and epidemiological basis of health education overviews are provided. Tools are developed for assessment of community, institutional, and individual educational needs. Planning, implementation, and evaluation of health education programs designed to develop and reinforce positive health promotion and prevention practices are explored.

Community Health Informatics – PUBH5800 – 3 credit hours: The course will introduce students to the field of health informatics and its application to public health. Students will learn fundamental principles of computer science and computer information technology. They will apply these principles to understanding proper use of healthcare data and its inherent pitfalls concerning privacy, security, ethics, and data interoperability. The course will also provide an overview of the use of networking technology in the collection and distribution of health information, with emphasis on electronic and personal health records. Focus will be given to clinical application of informatics tools in evidence-based medicine, epidemiology, bioinformatics, imaging, and research. Students will also utilize publicly available information systems, such as national vital statistics, pertaining to morbidity data and environmental public health.

Community Health and Social Media – PUBH5850 – 3 credit hours: In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

Development of Community-Based Programs – PUBH7500 – 3 credit hours: This course looks at various community-based programs and how best to develop, implement, and evaluate these programs as well as financing these programs.

Environmental Health Sciences – ENVR6200 – 3 credit hours: This course provides an introduction to ecology and ecological principles and how human population pressures affect them. Man's impact on biotic and abiotic

components of the earth is examined as well as environmental factors affecting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors and their impact on various ecosystem components and man.

Epidemiology – EPID6100 – 3 credit hours: This course examines the study of disease in populations from a public health perspective. Topics include research methods, study designs, sampling, data analysis, interpretation of data, and application of findings for public health policy.

Fundamentals of Research in Public Health – PUBH5200 – 3 credit hours: In this applied research course, students will develop and enhance their skills related to research topic search strategies, problem statements, literature reviews, and research proposal preparation. Students will apply basic principles of epidemiology and biostatistics to draft a research proposal and develop sustainable research skills.

Global Health Issues – SHMG6000 – 3 credit hours: Global healthcare is an emerging priority for organizations and governments worldwide because of the impact on international economic stability. Technology, research, and the advancement of healthcare interventions have produced improvements in health outcomes for many. Unfortunately, these advancements have also led to inequalities in health status within and between countries. The world is faced with new challenges such as the potential for pandemics, an aging population, a diminishing healthcare workforce, and the stresses of determining resource allocation. This course explores the many facets of global health to expose the student to the complexity of the concepts that impact healthcare in developing and developed countries.

Identifying Community Health Needs – PUBH6100 – 3 credit hours: Needs and capacity assessment strategies are designed for people planning to practice within the fields of public health, health promotion, or health education. Students take an in-depth look at individual, group, and self-directed assessment strategies. This course gives students an opportunity to practice learned skills, decipher what assessments are best for a given situation, and learn how to implement their new skills within their professional environments.

Introduction to Public Health Concepts – PUBH5000 – 3 credit hours: This course is a comprehensive introduction to public health within the context of the U.S. healthcare system. Contents include the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, the role and mission of public health organizations, and an overview of current public health concepts, models, and policy.

Leading Healthcare Organizations – MHAD6270 – 3 credit hours: This course focuses on healthcare administration, including the management process, descriptions of the managerial functions, managerial roles, motivation, and communication. In addition, this course will provide students with an understanding of leadership and ethics in healthcare administration in the context of the U.S. healthcare system. Codes of professional conduct and ethical policy statements will be reviewed from the American College of Healthcare Executives.

Public Health Policy and Politics – PUB6700 – 3 credit hours: This course discusses the structure of the political process in health policy making. It covers the political roles of selected health professionals and the legislative, executive, and judicial branches of government in health policy. This course provides practical mechanisms to intervene on behalf of programs or institutions.

Public Health Practicum – PUBH7800 – 6 credit hours: This course requires completion of a project in an approved supervised public health setting emphasizing evaluation and service delivery, planning, or operations resolving a management problem or evaluating a program component. This six semester credit hour practicum requires 240 contact hours in a supervised public health environment. This course is graded with a pass/fail.

Public Health Systems Policy and Management – PUBH6500 – 3 credit hours: This is a survey course providing an overview of the policy process as applied to health. Similarly, it provides introductory content dealing with how public health and other health organizations are organized and managed.

Master of Public Health with Dental Emphasis Program

CGHS' online Master's in Public Health with Dental Emphasis degree program prepares students who have an interest in the dental industry for leadership in the field of public health. This program integrates web-based instruction, directed readings, email, and chat room interactions among students and faculty. The School uses mission-driven, context-based curriculum design and assesses student learning through authentic embedded assessments.

Department Mission Statement

The mission of the MPH department is to prepare public health professionals for leadership to advance public health, promote individual and community health and well-being, and to serve under-served populations to decrease health disparities locally, nationally, and globally.

Department Vision

The department will be the preeminent academic preparation for public health professionals. We will provide a contemporary and flexible curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health and wellness.

Department Values

Leadership - We value leadership development for our students, faculty, and staff and encourage participation in community and professional service.

Integrity - We value the highest ethical principles of fairness and honesty in all of our interactions.

Scholarship - We value critical thinking and the generation of ideas through innovation and analysis.

Diversity - We value differences among people and their personal and professional perspectives.

Interprofessional education - We value the combined contributions of our educational community and work to achieve an environment of teamwork and collaboration.

Innovation - We value the development of progressive and efficient mechanisms for learning, teaching, and technological delivery.

Length of Program

The Master of Public Health with Dental Emphasis program consists of 15 courses, or 48 credit hours.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Biostatistics
- Dental Epidemiology
- Dental Healthcare Policy and Management
- Introduction to Dental Public Health
- Leading Healthcare Organizations

- Practical Dental Research, Planning, and Design
- Professionalism and Ethics in Dental Public Health
- Elective #1

Year 2

- Behavior Sciences and Educational Concepts
- Community-Based Programs – Development
- Community-Based Programs – Implementation & Evaluation
- Environmental Health Sciences
- Financing Dental Care
- Public Health Practicum
- Elective #2

Course Descriptions and Credit Values

Behavior Sciences and Educational Concepts – HLTH6400 – 3 credit hours: An overview of the theoretical model and research methodologies used in health education research/programs is provided. This course explores the integration of culture, language, and literacy when designing, implementing, and evaluating dental public health programs.

Biostatistics– BIOS7000 – 3 credit hours: Biostatistics is the study and development of statistical, mathematical, and computational methods applied to biological, health, and human sciences. Biostatisticians play a key role in the design, conduct, and analysis of research studies in areas of health and disease, and create and apply methods for quantitative research in health-related fields. Topics covered include data description, probability, distribution of random variables, applications of the binomial and normal distributions, estimation and confidence intervals, hypothesis testing, contingency tables, regression, and analysis of variance. Additional topics include an introduction to statistical computing and data management, non-parametric statistical methods, and demographic measures. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

Community-based Programs – Development – PUBH7600 – 3 credit hours: This course looks at various community- based programs and how best to develop, implement, and evaluate these programs as well as financing these programs. Students work with a local organization/institution/ agency to develop a comprehensive oral health plan for a community.

Community-Based Programs – Implementation & Evaluation – PUBH7650 – 3 credit hours: This course looks at community-based programs and how best to implement and evaluate these programs. Students work with a local organization/institution/agency to implement a comprehensive oral health plan.

Dental Epidemiology – EPID6150 – 3 credit hours: General principles of epidemiology, including research methods, study designs, sampling, data analysis, interpretation of data, and application of findings to dental public health policy, are explained. This course closely examines distribution and determinants of oral disease such as caries, periodontal disease, and oral cancer.

Dental Healthcare Policy and Management – PUBH6550 – 3 credit hours: This course focuses on the application of general management concepts including management process, descriptions of management functions, managerial roles, and organizational culture. It includes practical aspects of planning, staffing, financing, implanting, evaluating, and communicating dental public health programs at the local, state, and federal levels. A practical look at dental public health policy-making and how best to translate policy into practice is provided.

Environmental Health Sciences – ENVR6200 – 3 credit hours: This course introduces ecology and ecological principles and examines how human population pressures affect them. Man's impact on biotic and abiotic

components of the earth is examined, as well as environmental factors affecting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors, and their impact on various ecosystem components and man.

Financing Dental Care – PUBH5500 – 3 credit hours: This course examines the various ways in which dental care is financed, including mechanisms of payment for providers, third-party plans, salaried and public-financed programs, and federal systems such as Medicare and Medicaid.

Introduction to Dental Public Health – PUBH5050 – 3 credit hours: This course is a comprehensive introduction to public health and dental public health within the context of the U. S. healthcare system. Course content includes basic organizational arrangements of health services in the United States; the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, and the role and mission of public health organizations, science, philosophy, and practice of dental public health.

Leading Healthcare Organizations – MHAD6270 – 3 credit hours: This course focuses on healthcare administration, including the management process, descriptions of the managerial functions, managerial roles, motivation, and communication. In addition, this course will provide students with an understanding of leadership and ethics in healthcare administration in the context of the U.S. healthcare system. Codes of professional conduct and ethical policy statements will be reviewed from the American College of Healthcare Executives.

Practical Dental Research, Planning, and Design – PUBH5250 – 3 credit hours: Students develop and implement a dental public health research project, enhancing their skills related to search strategies, problem statements, literature review, protocol preparation, and how they relate to their research projects.

Professionalism and Ethics in Dental Public Health – PUBH5400 – 3 credit hours: This course looks at how to apply ethical principles to dental public health program planning, implementation, and evaluation. It describes the legal and ethical bases for dental public health and dental services.

Public Health Practicum – PUBH7800 – 3 credit hours: Completion of a project in an approved supervised public health setting emphasizing evaluation and service delivery, planning, or operations resolving a management problem or evaluating a program component is required. This is a six semester credit hour practicum requiring 240 contact hours in a supervised public health environment. This course is graded with a pass/fail.

Electives

Community Based Healthcare – SHMG5400 – 3 credit hours: The development and maintenance of a community-based healthcare model are the focus of this course. Administering programs to sustain and promote a state of healthy well-being in the community and activate community resources are discussed as well as the impact of emerging models of community based healthcare programs.

Community Health and Social Media – PUBH5850 – 3 credit hours: In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

Cultural Change in Geriatrics – SHMG5500 – 3 credit hours: Cultural changes have affected the perceptions of aging and its impact on intergenerational relationships. This course examines the impact those cultural changes may have on the future direction of the healthcare industry.

Death and Dying, Life and Living – SHMG5600 – 3 credit hours: Learners review death, dying, and bereavement. During the exploration of these topics, this course also covers the developmental perspective, legal and moral issues, and current events.

Global Health Issues – SHMG6000 – 3 credit hours: Global healthcare is an emerging priority for organizations and governments worldwide because of the impact on international economic stability. Technology, research, and the advancement of healthcare interventions have produced improvements in health outcomes for many. Unfortunately, these advancements have also led to inequalities in health status within and between countries. The world is faced with new challenges such as the potential for pandemics, an aging population, a diminishing healthcare workforce, and the stresses of determining resource allocation. This course explores the many facets of global health to expose the student to the complexity of the concepts that impact healthcare in developing and developed countries.

Health Services in the US – MHAD6250 – 3 credit hours: This course provides a comprehensive overview of the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are discussed, along with issues related to competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethics.

Identifying Community Health Needs – PUBH6100 – 3 credit hours: This course focuses on the community health needs assessment process. Students will learn the various methods and tools currently used to identify the health status indicators and available assets to be used to respond to important health problems and risks at the community level. As part of this course, students will have hands-on experience collecting primary and secondary data, and then analyzing and evaluating it.

Managing Human Resources – MHAD6050 – 3 credit hours: The focus of this course is the hiring, supervision, motivation, evaluation, and overall management of staff members in healthcare organizations. Students also are introduced to the various ways people behave in healthcare organizations. Emphasis is placed on understanding how healthcare managers can foster creative problem solving, collaboration, conflict resolution, empowerment, and teamwork, while maintaining a fair and productive working environment.

Public Health Finance and Policy – SHMG5100 – 3 credit hours: This course is an application of policy analysis to the financing of public health in the United States. It examines healthcare from a public policy perspective to understand the underlying social and economic issues that frame the political finance debates.

Master of Public Health – Dental Emphasis with a Dental Public Health Residency Certificate Program

A.T. Still University's College of Graduate Health Studies sponsors a full-time, 25-month completely online residency program in Dental Public Health. This new residency program provides a formal training opportunity for dentists planning careers in dental public health.

During this program, residents learn about the fundamental principles of public health including epidemiology, biostatistics, healthcare policy and management, behavioral sciences, and environmental health with an emphasis on oral health and dentistry-related issues. They also receive training in the 10 dental public health competencies outlined by the American Board of Dental Public Health. In addition, the program provides residents with a field experience opportunity as well as instruction in essentials of scientific research.

Program graduates receive a Master of Public Health (dental emphasis) and a Dental Public Health Residency Certificate, and are qualified educationally to apply for examination by the American Board of Dental Public Health for specialty certification.

Length of Program

The Dental Public Health Residency program is a 25 month program consisting of 51 credit hours among 16 courses.

Curriculum

Students in the Dental Public Health Residency Program complete the same core courses that appear under the Master of Public Health with Dental Emphasis curriculum section. In addition to those 13 core courses, Dental Public Health Residency students must also complete three research courses, Research II, Research III, and Research IV.

Course Descriptions and Credit Values

Research II – PUBH6200 – 3 credit hours: This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on research methods, selection of data, the proper management of data, and the use of statistical software appropriate for the study. Students will also prepare and submit a research project application to the appropriate institutional review boards. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

Research III – PUBH6300 – 3 credit hours: This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on the logic and process of hypothesis testing, and give you an overview of basic quantitative and qualitative data analysis techniques. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

Research IV – PUBH6400 – 3 credit hours: This independent study course is meant to provide a student with the knowledge and skills to continue his or her research project. This course will focus on the logic and process of hypothesis testing, and give you an overview of basic quantitative and qualitative data analysis techniques. Each student is responsible for working with his or her assigned instructor to arrange regular meeting times, assignment milestones, and completing the data collection component of the research product.

Master of Science in Kinesiology Program

The Master of Science in Kinesiology (MSK) degree is a cutting-edge, post-professional degree program designed to assist practicing health and fitness professionals in the development of comprehensive knowledge of human movement science, functional anatomy, physiology and kinesiology, as well as functional assessment, exercise program design, program adherence and lifestyle change.

Students pursuing the MSK degree will choose one of the four specialty tracks based on his or her unique interests and aptitudes: Sports Conditioning, Exercise and Sports Psychology, Geriatric Exercise Science, or Corrective Exercise & Orthopedic Rehabilitation. A dual track option is available, allowing students to enroll in two of the specialty tracks.

Consisting of a four-day residency in Mesa, AZ, location of ATSU's Arizona campus, the Human Movement Institute is a unique and valuable opportunity to perform hands-on, cutting-edge work and learn the latest concepts and methodologies from industry experts.

Length of Program

The Master of Science in Kinesiology program consists of 14 courses, or 42 credit hours of study (45 credit hours with a dual track option), including a week-long conference at the Summer Institute.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Advanced Exercise Prescription
- Advanced Fitness Nutrition
- Current Topics in Human Movement Science
- Evidence-Based Practice and Research Methods
- Exercise and Sport Related Nutrition
- Exercise Science
- Specialized Track Course #1
- Specialized Track Course #2

Year 2

- Functional Anatomy
- Functional Biomechanics
- Motor Control
- Summer Institute
- Specialized Track Course #3

Course Descriptions and Credit Values

Core Courses

Advanced Exercise Prescription – KINE5101 – 3 credit hours: This course will provide an overview of comprehensive goal based exercise program design for different populations. The objective of this course is to gain knowledge and skills for building complete exercise programs that are unique to client needs, abilities, and goals, including performing and incorporating subjective and objective assessment results and appropriate medical history information. The integration of exercise principles and behavioral techniques that motivate the participant to be compliant will be emphasized. This course will focus on integrated training and injury prevention techniques through the interdependent relationship of flexibility, core, balance, power, speed, and strength.

Advanced Fitness Nutrition – KINE5100 – 3 credit hours: This course will present advanced concepts in nutritional requirements for optimal health and sports performance. Emphasis will be placed on bioenergetics and the cellular mechanisms of emerging supplements and ergogenic nutrients. This course will help the exercise professional learn about current research in the areas of macronutrient ratio manipulation, nutrition for exercise performance, nutritional considerations in recovery, and the physiological effects of metabolic dysregulations, such as obesity.

Current Topics in Human Movement Science – KINE5102 – 3 credit hours: This course will cover current, innovative, and controversial topics in the field of health and human performance (HHP). The purpose of this course is to increase student knowledge and awareness of currently-popular topics related to fitness and health. An overview of liability issues and new technologies in HHP professions will be discussed. Physiological mechanisms of some topics will be explored such as heart rate variability, dietary choices, and body composition. In addition, topics related to program design, such as controversies over CrossFit, will be explored

Evidence-Based Practice and Research Methods* - KINE5000 – 3 credit hours: The objective of this course is to introduce the kinesiology professional to the concepts of evidence-based practice. Students will learn how to access high quality literature, integrate best research with clinical expertise and client values for optimum service, and will be encouraged to participate in learning and research activities to the extent feasible. The course will provide the kinesiology professional with graduate level knowledge and skills related to appropriate research methods and study design, conducting a literature review, creating a research proposal, the role of institutional review for human subjects' protection, and evaluation of the research literature. Emphasis will be placed upon critical appraisal and application of the kinesiology literature.

*Must be taken in first block and may be taken with Motor Control.

Exercise and Sport Related Nutrition – KINE5005 – 3 credit hours: The objective of this course is to learn how to facilitate and educate clients about general nutrition recommendations to maintain health, alter body composition, and improve performance. The course will focus on providing sound advice to clients regarding the nutritional requirements for general health, lean mass gain, body fat loss, anaerobic athletic performance, and aerobic athletic performance.

Exercise Science – KINE5002 – 3 credit hours: The objective of this course is to explore the physiological principles of exercise. Specific topics include the functions of the cardiovascular, pulmonary, neuromuscular and neuroendocrine systems, energy expenditure and bioenergetics, and body composition.

Functional Anatomy – KINE5003 – 3 credit hours: This course is designed to enhance the student's knowledge and awareness of human anatomy, specifically as its structure relates to function of the musculoskeletal system and human movement. Following this course, the student should be able to describe, discuss, recognize, and evaluate musculoskeletal structure and function from an anatomical perspective in the context of clinical practice.

Functional Biomechanics – KINE5004 – 3 credit hours: The objective of this course is to study the biomechanical properties of joint structures and connective tissues, including histology and morphology, with particular emphasis on sport and exercise movements. Biomechanics of musculotendinous structures, joint capsules, ligaments, peripheral nerves, bones, and articular cartilage will be presented.

Motor Control - KINE5001 – 3 credit hours:** This course provides a foundation for understanding the current principles, theoretical perspectives, and research related to motor control and learning, and how different factors influence learning and performance. Neural and mechanical mechanisms underlying motor behavior and the variables influencing motor control and learning will be addressed, with an emphasis on the application of theoretical perspectives, principles, and research to instructional and practical settings.

**Must be taken in first block (if taking 2 classes per block) or second block (if taking 1 class per block) and may be taken with Evidence-Based Practice and Research Methods.

Professional Practice & Responsibility – KINE5902 – 3 credit hours: The objective of this course is to ensure that human movement professionals maintain competence in educational and regulatory issues. Topics include compliance with regulatory standards, professional practice standards and ethics, education of the public, preservation of the safety and welfare of the public, and maintenance of competence through continuing education.

Summer Institute – KINE5006 – 3 credit hours: The Institute will be comprised of one week of intensive training held on the campus in Mesa, Arizona. Students will participate in lecture and lab situations covering program related information. Guest speakers, representing leaders in the field of exercise science and human movement, will be recruited to present their work to students as well as to interact with attendees. This is a one-time requirement for completion of the degree; however, students are welcome to enroll each year.

Specialized Tracks and Courses

Corrective Exercise & Orthopedic Rehabilitation Track

Corrective Exercise Programming – KINE6303 – 3 credit hours: This course will develop the knowledge and skill for the implementation of corrective exercise theories and models to promote improved human movement and function.

Functional Assessment of Movement Patterns – KINE6301 – 3 credit hours: Movement dysfunction and movement patterns provide the theoretical foundation to examine functional movement assessments. Focus will be on the critical evaluation of common movement assessment approaches used in injury prevention, post-rehabilitation, and corrective exercise.

Human Movement Dysfunction – KINE6300 – 3 credit hours: This course is designed to enhance the student's knowledge and awareness of concepts related to fundamental movement necessary for optimal function and performance. Following this course, the student should be able to discuss, recognize, and evaluate factors that contribute to movement dysfunction.

Post Rehabilitation Exercise – KINE6302 – 3 credit hours: The objective of this course is to learn how to design and apply training programs for individuals who are transitioning from a rehabilitative setting to a more traditional exercise environment. This course will provide an overview to a systematic approach for post-rehabilitation exercise. This course will focus on reducing the risk of injury while training and performing activities of daily living along with identifying and applying strategies for program application, communicating goals and rationale, and correlating assessment outcomes with individualized programs.

Exercise and Sport Psychology Track

Applied Sport Psychology – KINE6101 – 3 credit hours: This course will examine psychological theories and techniques applied to a sport to enhance the performance and personal growth of athletes and coaches. The key principles of performance enhancement that are directly applicable to all performance endeavors, including sport, business, and persona will be covered. The objective of the course is to understand theory and to teach application of the fundamental psychological skills that are related to peak performance.

Exercise and Mental Health – KINE6102 – 3 credit hours: This course will cover the relationships between mental health conditions and exercise, including depression, anxiety, self-esteem, stress, and mood. The primary objective is

for health and fitness professionals to acquire an understanding of theories, methods, and experimental literature concerning psychological factors related to exercise participation and well-being. Additionally, the practical importance and application of the current research literature will be discussed along with methods to educate the general population on mental health and exercise relationships

Principles of Adherence and Motivation – KINE6103- 3 credit hours: This course will examine the theories of motivation and exercise behavior in relation to the problem of exercise participation and adherence. The primary objective of this course is for the student to develop an understanding of the role of motivation and the determinants and consequences of motivation in the exercise context. This course will provide an in-depth understanding of the role of the fitness professional in building motivation and of how motivation can be used as part of an exercise program to help maximize program success and long-term adherence.

Psychology, Physical Activity, and Health – KINE6100 – 3 credit hours: This course will cover principles of health psychology and behavior change related to physical activity adoption, participation, and adherence. The objective of the course is for health professionals to develop the knowledge and skills to understand the importance of implementing behavior change strategies as part of all physical activity programs and to be able to develop and implement such strategies. Techniques for incorporating behavior change strategies into fitness programming and health promotion will be taught.

Geriatric Exercise Science Track

Exercise Prescription for Older Adults – KINE6201 – 3 credit hours: A study of fitness instruction and programming for older adults, including importance of physical activity for older adults, pre-program assessment, prescription for various modes of exercise, and considerations for older adults with specific chronic disease conditions.

Motivational Strategies for Physical Activity Among Older Adults – KINE6203 – 3 credit hours: A study of the methods for helping people to develop and maintain physically active lifestyles with specific emphasis on older adults. Theories of health behavior change will be discussed with practical applications for individuals, groups, and communities

Physical Dimensions of Aging – KINE6202 – 3 credit hours: A study of the physical changes that occur with aging including its impact on the various body systems as well as on motor control and physical functioning. In addition, a thorough examination of the impact of regular physical activity on the physical health of older adults will be addressed.

Psychosocial Dimensions of Aging – KINE6200 – 3 credit hours: This course is designed to enhance the student's knowledge and understanding of aging and related psychological and social aspects, including concepts and theories of aging, demographic factors of aging, mental health, stress and coping, social dynamics, religiosity and spirituality, quality of life, models of successful aging, and death and dying. An exploration of the role of physical activity in psychosocial health and well-being will be interwoven, where applicable, in the study of these various aspects of aging.

Sports Conditioning Track

Measurement of Sports Fitness – KINE6000 – 3 credit hours: This course will cover sport-specific fitness and performance testing. The objective of the course is to enable the student to develop a sport-specific, age-appropriate testing battery, reliably conduct the testing, and correctly interpret the results.

Muscular Fitness Development – KINE6002 – 3 credit hours: This course is designed to enhance the knowledge of muscular performance capabilities, differentiate between muscular functions as it relates to sport performance, and develop training programs to enhance specific performance profiles.

Speed, Agility, and Quickness – KINE6001 – 3 credit hours: This course will cover the physiological basis for speed, agility, and quickness as well as practical methods for developing such qualities among athletes of various developmental abilities. Focus will be put on sport-specific training modes.

The Science and Practice of Metabolic Conditioning – KINE6003 – 3 credit hours: This course will cover the physiology of energy production as it relates to performance in various sporting events. Causes of fatigue will be addressed along with practical methods for developing sport-specific metabolic fitness.

Dual Track Option

Students pursuing the dual track option will not take the Advanced Fitness Nutrition, Current Topics in Human Movement Science, or Advanced Exercise Prescription courses. Instead, they will enroll in two of the specialized track series of courses. This will result in a total of 45 credit hours.

College of Graduate Health Studies Certificate Programs

Course Descriptions and Credit Values

All courses within the certificate programs appear within the corresponding degree program. Course descriptions for these courses may be found under the corresponding degree program's Course Description and Credit Values section.

Doctor of Health Sciences Certificates

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Exercise and Sport Psychology, Geriatric Exercise Science, and Sports Conditioning. These certificates are comprised of four courses (12 semester credit hours) offered through a distance-learning format. All course work will be taken with DHSc and Kinesiology students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

These courses can be used as part of the DHSc or Kinesiology degree program required course work if you wish to proceed with obtaining the Doctor of Health Sciences or Master of Science in Kinesiology degree at a later date. An Application to Transfer Academic Credit will need to be completed.

Certificate of Fundamentals of Education Courses

- Contemporary Teaching & Learning Concepts – DHSC8420 – 3 credit hours
- Curriculum and Course Design – DHSC8430 – 3 credit hours
- Theoretical Foundations of Learning – DHSC8410 – 3 credit hours
- Elective – see DHSc curriculum

Certificate of Global Health Courses

- Global Health Ethics – DHSC8130 – 3 credit hours
- Global Health Issues – DHSC8110 – 3 credit hours
- Globalization and World Politics – DHSC8120 – 3 credit hours
- Elective – see DHSc curriculum

Certificate of Leadership and Organizational Behavior Courses

- Health Policy Development & Analysis - DHSC8220 – 3 credit hours
- Organizational Behavior – DHSC8230 – 3 credit hours
- Trends & Issues in Leadership – DHSC8210 – 3 credit hours
- Elective – see DHSc curriculum

Master of Science in Kinesiology Certificates

Certificate of Exercise and Sport Psychology Courses

- Applied Sport Psychology – KINE6101 – 3 credit hours
- Exercise and Mental Health – KINE6102 – 3 credit hours
- Principles of Adherence and Motivation – KINE6103 – 3 credit hours

- Psychology, Physical Activity, and Health – KINE6100 – 3 credit hours

Certificate of Geriatric Exercise Science Courses

- Exercise Prescription for Older Adults – KINE6201 – 3 credit hours
- Motivational Strategies for Physical Activity Among Older Adults – KINE6203 – 3 credit hours
- Physical Dimensions of Aging – KINE6202 – 3 credit hours
- Psychosocial Dimensions of Aging – KINE6200 – 3 credit hours

Certificate of Sports Conditioning Courses

- Measurement of Sports Fitness – KINE6000 – 3 credit hours
- Muscular Fitness Development – KINE6002 – 3 credit hours
- Speed, Agility, and Quickness – KINE6001 – 3 credit hours
- The Science and Practice of Metabolic Conditioning – KINE6003 – 3 credit hours

Public Health Certificate

Students pursuing the Doctor of Dental Medicine (DMD) degree at the Arizona School of Dentistry & Oral Health the Missouri School of Dentistry & Oral Health are required to complete the Public Health Certificate as part of their degree program. This Certificate program is only available through the DMD programs at this time.

Public Health Certificate Courses

- Introduction to Dental Public Health – PUBH5050 – 3 credit hours
- Behavior Sciences and Educational Concepts – HLTH6400 – 3 credit hours
- Dental Epidemiology – EPID6150 – 3 credit hours
- Dental Healthcare Policy and Management – PUBH6550 – 3 credit hours
- Financing Dental Care – PUBH5500 – 3 credit hours

ASDOH

ARIZONA SCHOOL OF DENTISTRY & ORAL HEALTH

Dear Students,

First, let me welcome you to what has been acknowledged as one of the most innovative dental schools in America – the Arizona School of Dentistry & Oral Health (ASDOH).

We are committed to community service and addressing the health needs of the underserved. Our efforts to promote whole person health care in an environment of compassion and collegiality define us. You have been selected to be a valued member of the ASDOH family because of your heart, intellect, and integrity. Please know that your pathway to success is both challenging and rewarding.

You are now members of the ASDOH community that requires your best efforts to demonstrate professionalism through integrity, empathy, and collegiality. Your actions need to reflect the highest standard of mature ethical behavior while developing your clinical skills. Your patients, classmates, instructors, and profession expect and deserve no less.

I wish you great success. Know that we are here to help you succeed and graduate. You have the unique opportunity to be a community leader, health care provider, and proudly be an ASDOH graduate! Do it!

Sincerely,

Jack Dillenberg, DDS, MPH
Dean, Arizona School of Dentistry & Oral Health

About ASDOH

Arizona's first dental school offers an educational model that relies on an exceptional cadre of motivated, experienced learning guides (mentors) for our students in both the preclinical and clinical phases of the degree program. In addition to the issues of oral health and the skills of dentistry, students learn from and are encouraged to become caring, community-minded health care providers. It is expected that graduates will be leaders in their community and managers of public, not-for-profit and private sector oral health organizations.

The dental program features:

- Innovative Curriculum – Integrating science, human systems and clinical care.
- Modular Curriculum – A linear format of sequential modules that build and integrate course material.
- Simulation Technology – Accelerating Skill Development for Clinical Excellence.
- State-of-the-Art Facility – Utilizing a new facility and digital resources for the faculty and students of tomorrow.
- Needs Focused – Educating competent, compassionate dentists for underserved communities.
- Service Education – Coordinating student partnerships with communities of need.
- Leadership Training – Educating dentists to be community health leaders.

ASDOH students spend the first and second year studying the basic sciences and clinical introductions in the classroom setting and complete dental simulation exercises in the campus simulation clinic. Third-year students work side by side with licensed dentists in our campus clinic. Fourth-year rotations at community-based clinics may include experiences at a Community Health Center, Indian Health Service clinic, and Veteran's Administration clinic. Additionally, students who do not already have either a Certificate or Master's degree in Public Health earn a Certificate in Public Health with Dental Emphasis while enrolled at ASDOH.

Program Accreditation

The Doctor of Dental Medicine degree program and the Certificate in Orthodontics & Dentofacial Orthopedics program are accredited by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 800.621.8099.

ASDOH Mission Statement

The mission of the Arizona School of Dentistry & Oral Health is to educate caring, technologically adept dentists who become community and educational leaders serving those in need, and:

- to be the leader in the lifelong education of community responsive general dentists
- to prepare graduates with a strong foundation of critical inquiry, evidence-based practice, research, cultural competency, an orientation to prevention, and interdisciplinary healthcare experiences
- to promote the delivery of optimal patient care and for the transfer of newly acquired knowledge, skills, and technology to the profession and to the community

Goals

1. ASDOH graduates will be skilled in the delivery of optimal patient care using a treatment model that emphasizes prevention and evidence-based treatment.
2. ASDOH graduates will be culturally competent, community-responsive general dentists who are able and willing to serve as a resource in their community for dental public health issues.
3. ASDOH graduates will have a strong foundation in critical inquiry, research principles, and evidence-based practice.
4. ASDOH graduates will be participants in an interdisciplinary healthcare system and have the skills and knowledge to become leaders in this system.

5. ASDOH graduates will have knowledge of business models relating to private dental practice, as well as non-profit and public entities.
6. ASDOH will be a leader in continuing dental education, lifelong learning, and dental public health.

ASDOH Contact Information

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Doctor of Dental Medicine Program

Admissions

Application Process

ASDOH participates in the Associated American Dental Schools Application Service (AADSAS). AADSAS takes no part in the evaluation, selection, or rejection of applicants. Applications may be obtained at www.adea.org/aadsasapp/. Application questions should be directed to customer service representatives at 800.353.2237 or via e-mail at csraadsas@adea.org. Applications must be submitted by November 15.

Applicants meeting the minimum GPA requirements will be sent instructions to complete an online secondary application with a January 15 deadline.

Admission Requirements

Applicants for admission to the first-year DMD class must meet the following requirements prior to matriculation.

1. Applicants must have a minimum cumulative and science grade point average of 2.50 on a four-point scale (3.0 minimum recommended). The overall and science GPA, the school(s) attended, and the rigor of the academic course load are all assessed on an individual basis.
2. A formal minimum of three years college or university coursework from a regionally accredited school in the United States only (90 semester hours or 135 quarter hours). A baccalaureate degree from a regionally accredited institution is preferred.
3. All prerequisite courses must be completed prior to matriculation and must have been completed from a regionally accredited U.S. institution.
    - General Biology – one year lecture and lab, minimum of 8 semester hours/12 quarter hours (zoology or microbiology are acceptable alternatives)*
    - General Chemistry – one year lecture and lab, minimum of 8 semester hours/12 quarter hours*
    - Organic Chemistry – one year lecture and lab, minimum of 8 semester hours/12 quarter hours*
    - Human Physiology – 3 semester hours/4 quarter hours*
    - Biochemistry – 3 semester hours/4 quarter hours – upper division*
    - Physics (Algebra-based) – one year of lecture and lab, minimum of 8 semester hours/12 quarter hours*
    - Anatomy - 3 semester hours/4 quarter hours*
    - English Composition/Technical Writing – minimum of 3 semester hours/4 quarter hours
4. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation. The final transcript confirming the required amount of coursework or undergraduate degree must be submitted by the date of matriculation.
    - Individuals who have a reason acceptable to the University for submitting transcripts after the due date (i.e., late accepts or delays by sending institutions) must submit their official transcripts to the Registrar's Office by the first day of the second week of classes. Official recording of all required transcripts will occur by the end of the first academic term.
    - Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by a foreign evaluation service.

World Education Services Inc.
P.O. Box 745
Old Chelsea Station

Foreign Consultants, Inc.
Credential Evaluation Services
3000 Dundee Road, Suite 209

New York, NY 10113-0745
212.966.6311
www.wes.org

Northbrook, IL 60062
773.761.0000
www.foreignconsultants.com

Educational Credential Evaluators Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
414.289.3400
www.ece.org

GCE, Inc.
PO Box 9203
College Station TX 77842
1.800.707.0979
www.gcevaluators.com

5. All applicants are required to take the US Dental Admissions Test (DAT) and submit their scores via the AADSAS site on or before December 1 of the application year. No scores older than three years from the application date will be accepted.
6. Applicants must provide a minimum of three (3) letters of recommendation. One letter must be from a Science Faculty or Committee Member, one from a Dentist and one from a Community Service Supervisor. The letter from the Community Service Supervisor must be from a broad-based volunteer community service project in which the applicant was involved but not paid.
7. ASDOH and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.

*Highly recommended that science prerequisite courses be taken within 5 years of applying.
*No longer allowing prerequisite credits for AP and CLEP (starting with the 2016-2017 application cycle).

Transfer Student Admission

ASDOH will consider transfer students on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237 for more information.

Transfer Credit

ASDOH will consider transfer credit on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237 for more information

Advanced Standing Admission

ASDOH will consider advanced standing on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237 for more information.

International Student Admission

International students applying for admission to the DMD program must be a U.S. citizen or permanent U.S. resident. ATSU-ASDOH is approved to offer F-1 student visas. In addition to meeting all the general requirements for admission, applicants must:

- Be proficient in the English language, both written and spoken is required. Written and spoken proficiency in the English language may be demonstrated by one of the following options:
    - Option 1: English is your first language.
    - Option 2: You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL).

    - Registration information may be found by contacting ETS – TOEFL iBT Registration Office, P.O. Box 6151, Princeton, NJ 08541-6151, Phone: 877.468.6335; or visit www.ets.org/toefl
- **All pre-requisite course work must have been completed from a regionally accredited U.S. institution.**
- Credit for advanced standing will not be given for any work completed in foreign graduate or medical schools. All students must apply for first-year status.
- International students must have permanent residency status (green card) to be eligible to receive any type of federal financial assistance.
- F-1 Visa students not having permanent residency status must provide written proof of the ability to finance their dental education prior to matriculation.

International students seeking to enter a program of study at ASDOH must obtain an appropriate visa issued by the U.S. Government. ASDOH is approved to issue a U.S. Department of Homeland Security Form I-20. Upon receiving the completed Form I-20 from ATSU, you will be able to apply for an F-1 student visa. Please contact the Registrar's Office for more information at registrarsoffice@atsu.edu, by phone at 660.626.2356, or visit https://www.atsu.edu/registrar/internationalstudents.htm.

Selection of Applicants

The Admissions Committee seeks those individuals capable of meeting the academic standards of ASDOH and its program. Completed applications, in compliance with minimum admission requirements are reviewed on the quality of academic performance, clinical exposure, extracurricular activities, work and life experiences, interest in dentistry and oral health, and recommendations. Applicants are evaluated on academic course work, performance on the DAT, AADSAS essay, letters of evaluation, and interviews. Demonstrated community service through volunteerism or service-oriented employment is preferred.

Personal interviews may be offered to those applicants who rank among the highest in evaluation of all admission criteria. The Admissions Committee reserves the right to accept, reject, or defer any application.

Students sent a letter of acceptance are granted a specified time period to notify ASDOH of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

1. Signed admission agreement
2. Non-refundable deposits
3. Copies of official transcripts from every institution attended
4. Immunization record
5. Criminal background check through the University approved vendor
6. Proof of health insurance form

Admission after acceptance is also subject to the satisfactory completion of all academic requirements.

Minimal Technical Standards for Admission and Matriculation

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be

made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

Categories of Technical Standards

The holder of a Doctor of Dental Medicine degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a degree in dentistry must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data. Students must possess at a minimum, the following abilities and skills: observation; communication; motor; sensory; strength and mobility; intellectual; conceptual; integrative and quantitative; and behavioral and social. These abilities and skills comprise the categories of ASDOH's Minimum Technical Standards for Admission and Matriculation and are defined as follows:

1. Observation: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe patient accurately at a distance and up close.
2. Communication: Candidates and students should be able to speak, hear, and observe patients in the English language in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
3. Motor: Candidates and students should have sufficient motor functions to execute movements required to provide clinical care. Such actions require coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision.
4. Sensory: Candidates and students need enhanced sensory skills such as tactile discrimination and proprioception.
5. Strength and mobility: The provision of clinical treatment requires sufficient strength and mobility to maintain appropriate posture either sitting or standing for up to eight (8) hours per day.
6. Visual integration: Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of hard and soft tissues, symmetry and range of motion.
7. Intellectual, conceptual, integrative, and quantitative: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
8. Behavioral and social: Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, ethical and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, empathy, and motivation are all personal qualities that will be assessed during the admission and educational processes.

Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Any actions taken by ASDOH do not apply to clinical or licensure exams not administered by the School or University.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Auditing a Course

Only one course per academic term may be audited by any one student. Students who audit a course are expected to attend classes on a regular basis. Successful completion of an audited course will be determined by the instructor and recorded on the student's transcript as an AU (audit). No letter grade or credit will be awarded for an audited course, and an audited course may not be changed to a course for credit or vice versa.

No tuition is charged for audited courses by currently enrolled ASDOH students.

Auditing a Module

To be considered for auditing a module, the individual must be enrolled in an ASDOH graduate or post-graduate program. Eligibility to audit a module is at the sole discretion of the ASDOH administration. Requests to audit an ASDOH module should go to the appropriate associate dean and must be approved in writing after consultation with the appropriate faculty member(s).

Individuals approved to audit a module will be notified in writing along with the specific module dates and be required to pay the associated fee.

Non-ASDOH Course:

Requests to audit another ATSU course outside of the dental school should go to the chair of the program under which the course is offered. Requests to audit a course must be approved in writing by an ASDOH associate dean.

Grading

Doctor of Dental Medicine program students earn a letter grade or pass/fail grade for each module. Students do not earn grades for courses. Each module is linked to the 14 ASDOH competencies that must be attained prior to graduation.

Grading Criteria

Faculty are encouraged to use grading criteria, when possible, that is based on multiple methods such as examinations, quizzes, papers, projects, presentations, case studies and/or a final examination. Each module should have both formative and summative evaluation methods.

- A single examination should not constitute more than 40% of the grading criteria.
- Except for examinations and quizzes, each assessment method must have a grading criteria matrix (e.g., a grading rubric) established at the time the students are notified of the assignment.
- Scores from each of the assessments shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).
- Course module grades shall be recorded as raw scores with corresponding letter scores. Final grades for the module shall not be adjusted to a curve. Final grades may be rounded.

For clinical grading, refer to the Clinical Competency Guidebook and syllabus.

Grade	Value
A	90-100%
AU	Audit
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	Lowest passing grade All successfully remediated modules
F	Failure
F*	Indicates the course was repeated and not included in the GPA calculation
I	Incomplete –extenuating circumstances*
IP	In Progress
W	Withdraw
WF	Withdraw fail
WP	Withdraw pass
Grades followed by #	Indicates grades that are not included in the GPA calculation

*Students earning a 69.9% or below will be required to remediate course content and will receive an "F". When students successfully complete the remediation process with a 70% or higher, the grade of "F" will be changed to a "D".

If the student does not successfully complete remediation in accordance with the school policies, the grade of "F" will remain. The student must then retake the course at his or her own expense. This fee is determined by the Controller's Office and is based upon a per credit equation.

Grading for Pass/Fail Modules

Grade	Value
P	Pass - an average of 70% or better on module assignments or quizzes
F	Fail - an average of 69.9% or lower on module assignments/quizzes
I	Incomplete - Extenuating Circumstances*

* If the student does not successfully complete the remediation in accordance with school policies and/or the Course Director/Module instructor(s) criteria, the grade will remain an "F".

Students whose work at the end of a course module is incomplete due to illness or other extenuating circumstances (i.e., personal) beyond their control may be given, at the course director's discretion, a grade of Incomplete (I). It is the responsibility of the student to contact the course director to receive a grade of "I" otherwise students will be required to participate in remediation and follow the Remediation Grading Scale outlined in this policy. The course director will outline requirements for course completion and completion date and have the student sign an incomplete agreement form. The incomplete agreement form must be turned in to the Registrar's Office with grade sheet. The completion date must be by the end of the following semester, depending upon the content. After the course director and appropriate dean have reviewed the remediation plan, the plan is presented to the student. The course director may then record the Incomplete (I) as the interim grade for the course.

At the conclusion of the semester, a Record of Grade Change will be forwarded to the Registrar's Office. If the work is not finished within the period of time specified in the agreement, the grade will become an "F". Students earning an "F" for a module will be required to repeat the module prior to graduation. The "F" as well as the retake grade will remain on their transcript. The student must then retake the module at the student's own expense. This fee is determined by the Controller's Office and is based upon a per credit equation.

Remediation Process

All students earning a 69.9% or below (unless requesting a grade of incomplete) will be officially notified by their Course Director via email. Students earning a 69.9% or below are automatically required to participate in the remediation process and will receive an "F" for the module and will be given an academic warning. The Course Director will work in conjunction with the module instructor to create a Remediation Plan unique to that student's individual needs.

To successfully complete and pass the remediation process, students must receive an equivalent of a 70% or higher on their Remediation Plan. Remediation Plans may include additional assignments, examinations, quizzes, case studies, projects, presentations and/or typed papers and are determined at the discretion of the instructor. Remediation Plan assessments should provide an opportunity for students to demonstrate comprehension of the course content and be directed toward the content areas in which the student was deficient. It is the responsibility of the student to ensure they have met and passed all requirements outlined in their Remediation Plan by the determined deadlines.

If it is determined that a student needs to remediate a module, the student will be notified at the conclusion of the module via ATSU email. The course director and instructor will then develop a remediation plan and testing schedule for the student. The student must fulfill all the requirements outlined in the plan within 60 days of not passing the module. The course director has the discretion to extend the remediation period if needed.

At the discretion of the Course Director, students may be scheduled to complete the remediation process during student breaks, holidays, or any other dates in which the University is open for business. This may include administering assessments during Fall Break, Thanksgiving Break, Winter Break, Spring Break, and/or Summer Break. Students will always be notified in advance of their remediation schedule.

Students who successfully complete the remediation process with a grade of 70% or higher will receive a final grade of "D" for the course module. If the student does not successfully complete the remediation process in accordance with school policies, the final grade will remain an "F" and they will be placed on academic probation. The student must then retake the module at the student's own expense. Students will be notified by the Controller's Office in regards to their fee.

Students who fail when repeating a course module may be referred to the Academic Progress Committee (APC) and/or recommended for dismissal. Students may be allowed to repeat up to two course modules while in dental school. Students requiring remediation in a third course module may be recommended for dismissal.

Academic Progress Committee

The ASDOH Academic Progress Committee (APC) is responsible for monitoring student academic progress. The intent is for the APC to be proactive as well as reactive in responding to concerns regarding student academic progress and to offer resources and assistance to students as well as imposing academic discipline.

The APC is chaired by the Associate Dean for Academic Assessment, and includes as voting members the Associate Dean of Clinical Education and Student Success, the Director of Student Success, all course directors, and at least one other faculty member or such number to be named by the Dean as to maintain an odd number of voting members on the committee. Decisions will be made by a simple majority vote and submitted to the Dean for approval.

The APC meets to review student progress as necessary but at least at the following times:

- Regularly, two times each term
- Any time a student receives a failing grade in a module
- Any time that a faculty member suggests that a student's academic performance is inadequate and intervention by the APC would be in the best interest of the student and his or her progress

The following academic requirements apply:

- Students enrolled in the dental program must maintain an overall GPA of 2.0 in all ASDOH coursework as demonstrated at the end of each semester.
- A grade of "D" – 1.0 is the lowest passing grade.
- Students must pass all modules within a course.
- Students failing any module, or failing to maintain the required GPA each semester will be referred to the ASDOH Academic Progress Committee.

The APC functions as the Arizona School of Dentistry & Oral Health's student promotion board. Therefore, the APC is responsible for promoting students from one academic year to the next as well as certifying students for external rotations and for graduation.

Appeal of Academic Progress Committee's Decision

Once the student is informed in writing of the APC's decision, the student may appeal the APC's decision to the Dean only if new and significant information has been discovered. A written appeal to the Dean must occur within seven academic days of the APC's decision and must specifically state the new and significant information forming the basis for reconsideration of the APC's decision. The written appeal must contain a signature of the student (faxes are acceptable). The Dean will review the appeal and issue a decision, which shall be final and without further appeal, within seven academic days of receipt of the student's appeal.

Academic Caution and Probation Policy

Purpose: The purpose of Academic Caution and Probation statuses are to identify students who are struggling academically, behaviorally, or professionally and alert the student, faculty and administration that the student is experiencing difficulty in navigating and/or successfully completing the ASDOH DMD program.

Once students are identified through the Academic Caution or Probation process, administration will intervene and direct the student to counseling, tutorial assistance, special scheduling, or other activities that might help the student resolve academic or professionalism deficiencies.

Students who are dismissed from the program by the Academic Progress Committee who remain in the program as a result of the appeal process to the Dean will remain on or be put on Probation until the Academic Progress Committee determines the probationary period has concluded.

Students who are dismissed or withdraw from the program and then are subsequently readmitted to the program will be reviewed by the Academic Progress Committee to determine if a probationary status is in order.

Scope: A student earns the status of **Academic Caution** when he or she demonstrates unacceptable academic performance or unprofessional behavior, which includes but is not limited to:

- Remediation of a module
- Failure of Part I or Part II of the JCNDE National Board Dental Examinations on the first attempt
- Accrual of 2 Professionalism Forms

Students with the Academic Caution status must realize that continued poor academic performance or unprofessional behavior may lead to Probation or dismissal from the program. A student will be placed on **Probation** for any one of the following reasons that include but are not limited to:

- Remediation of two modules*
- Failure of any ASDOH module or any College of Graduate Health Sciences (CGHS) course
- Failure of Part I or Part II of the JCNDE National Board Dental Examinations on more than one attempt
- Failure to comply with the University Code of Academic Conduct found in the University Student Handbook
- Failure to comply with University Behavioral Standards (located in the University Student Handbook) and ASDOH Technical Standards
- Accrual of 3 Professionalism Compliance Forms
- Being placed on an Individualized Education Plan
- Any combination of the previously noted Academic Caution reasons

* Students required to remediate a third module will be considered by the Academic Progress Committee for dismissal from the program.

Guidelines: Students currently on Probation or who are put on Probation may not:

- serve as an officer in any ATSU or ASDOH organization, or as an ambassador
- participate in ASDOH interview days
- represent ASDOH in University programs and committees, e.g., the Falls Prevention program, IPE activities
- participate in ATSU- or ASDOH-related extracurricular activities (e.g., humanitarian outreach trips scheduled on the academic calendar)
- attend conferences/events supported by ATSU or ASDOH without explicit permission from the Associate Dean for Academic Assessment
- be excused from curricular activities for professional development
- participate in ATSU or ASDOH research programs
- represent ATSU or ASDOH at related conference/events
- be considered to be in good standing within the School or University
- officially promote to the next year of the program

Note: The ATSU Office of Student Affairs will be notified when students are placed on Probation.

These guidelines are employed to assist the student in concentrating on improvement in the student's academic progress or in remediating unprofessional behavior. As determined by the

Academic Progress Committee, once the deficiencies have been corrected by the student, the probationary status **may be removed** at the conclusion of the academic year. For example, this includes students on Probation who:

- pass Part I or Part II as applicable
- successfully pass remediation of modules or the retake of a module
- have not acquired additional behavioral/professionalism issues (in the form of substantiated complaints to administration, or Professionalism forms)
-

Students who are placed on Probation may be put on an Individualized Education Plan.

Students previously on Probation (i.e., once it has been removed) who must subsequently remediate modules, do not pass Part I or Part II or accrue any professionalism forms, will automatically be placed back on Probation.

Responsibilities:

- Students are informed in writing of the Academic Caution status or Probation by the Associate Dean for Academic Assessment or the Associate Dean's designee.
- Decisions regarding Probation are made by the Academic Progress Committee and communicated to the student by the Associate Dean for Academic Assessment or the Associate Dean's designee.
- Actions of Probation are communicated to the Office of the Registrar and the Office of Student Affairs by the Associate Dean for Academic Assessment.
- Students may be required to meet with the Academic Progress Committee to discuss their probationary status.
- Students have the option to request a meeting with the Academic Progress Committee to discuss their probationary status.

Class Rank

Class rank will be calculated for ASDOH DMD students at the end of the fall and spring term for all four years of dental school. The Registrar's Office will notify students when the ranking is available for viewing on the CampusNexus Student Portal.

Student Academic Promotion & Graduation Requirements

Purpose: This policy defines the academic criteria necessary for student progression and promotion from one year to the next of the 4-year program, culminating in graduation from the program. This policy applies to all ASDOH students. Exceptions are made for transfer students only, based on admission status and individualized education plans developed.

First Year Promotion: Prior to being promoted from the first year to the second year of the ASDOH predoctoral dental education program, the student must successfully pass ("D" or above) all D1 modules, maintain a cumulative GPA of at least 2.0, and take the Part I National Board of Dental Examiners examination of the Joint Commission on National Dental Examinations (NBDE) by the last Friday of July.

If a student does not take Part I within this stated time frame, he/she will not be allowed to begin the D2 year and will be required to withdraw from the program.

Second Year Promotion: Prior to being promoted from the second year to the third year of the ASDOH predoctoral dental education program, the student must successfully pass ("D" or above) all D2 modules and maintain a cumulative GPA of at least 2.0, as well as 2.0 in the preclinical modules; and, **pass** the NBDE Part I examination. Students must also pass all preclinical competencies prior to treating patients in the clinic.

ASDOH must be in receipt of a passing score for Part I by one working day prior to the date of the D2 to D3 clinic promotion ceremony. If passing results are not received by this date the student will be required to withdraw from the program.

Third Year Promotion: Prior to being promoted from the third year to the fourth year of the ASDOH predoctoral dental education program, the student must successfully pass ("D" or above) all D3 modules; and, maintain a cumulative GPA of at least 2.0.

Graduation

Prior to graduating from the ASDOH predoctoral dental education program, the student must successfully pass ("D" or above) all D4 modules; have an overall GPA of at least 2.0; complete the Certificate in Public Health with Dental Emphasis program or obtain a Master in Public Health (MPH) degree, take and pass the Part II examination of the NBDE within the time period determined by the Associate Dean for Academic Assessment; discharge all financial obligations to ASDOH, a school of ATSU; and, file all necessary graduation forms.

NOTE: Participation in the graduation ceremony does not indicate that a student has graduated from a degree program.

Diplomas are not issued at the graduation ceremony. The graduation ceremony and obtaining your diploma are two separate processes with separate application forms and requirements.

Degree Completion:

Students are expected to complete their degree within the program's standard plan of study as indicated in this catalog. In circumstances where additional time is needed, and with approval of the Dean, students will have a maximum degree completion timeline of seven years for a doctoral program from the time of initial enrollment. Failure to complete a degree program within the specified period may result in loss of some, or all, of the student's previously earned course credits.

Academic Standards, Guidelines, and Requirements

Academic Integrity

Purpose:

The purpose of this policy is to support the ASDOH community of students, staff and faculty in the collective commitment to maintaining academic integrity at ASDOH. Academic integrity has been defined as, "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." Academic integrity is essential to the success of the School's mission as educators and provides a foundation for responsible conduct in ASDOH graduates as they enter the dental profession. These fundamental values are essential to create a student-centered learning environment and patient-centered clinics, providing the value to the ASDOH graduate's dental degree and forming the basis for the esteemed profession of dentistry.

Defining Fundamental Values and Behaviors that Maintain Academic Integrity:

Honesty – Academic integrity requires intellectual and personal honesty in teaching, learning, research and service, and is the prerequisite for full realization of trust, fairness, respect, and responsibility. It begins with oneself and extends to others, whether in the classroom, simulation clinic, clinic or community. Dishonest behavior not only jeopardizes the welfare of the academic community and violates individual rights, it can also tarnish the reputation of ASDOH and diminish the worth of the degrees we grant. Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

Trust – Academic integrity fosters a climate of mutual trust, encourages the free exchange of ideas and enables all to reach their highest potential. Trust is also promoted by faculty who set clear guidelines for assignments and for evaluating student work; by students who prepare work that is honest and thoughtful; and by schools that set clear and consistent academic standards. Trust enables us to collaborate to share information and circulate ideas. The ASDOH

community is based on trust, creating an environment in which all members of the community are expected to treat others – and be treated – with fairness and respect.

Fairness – Academic integrity establishes clear standards, practices and procedures, and expects fairness in the interactions of students, faculty, and administrators. For students, important components of fairness are predictability, transparency, reasonable expectations, and a consistent and just response to dishonesty. Fair, accurate, and impartial evaluation is essential in dental education, and fairness with respect to grading and assessment is essential to the establishment of trust between faculty and students. Faculty, staff and students each have a role in ensuring fairness, and a lapse by one member of the community does not excuse misconduct by another.

Respect – Academic integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas. Students and faculty must respect themselves and each other as individuals, not just as a means to an end. They must also respect themselves and each other for extending their boundaries of knowledge, testing new skills, building upon success, and learning from failure. Students show respect when they value and take advantage of opportunities to gain new knowledge, by taking an active role in their own education, contributing to discussions as well as listening to others' points of view, and performing to the best of their ability. Being rude, demeaning, or disruptive to others undermines climates of respect. Members of the faculty show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and goals.

Responsibility - Academic integrity upholds personal accountability and depends upon action in the face of wrongdoing. Every member of an academic community-each student, faculty member, and administrator-is responsible for upholding the integrity of education, scholarship and research. Being responsible means taking action against wrongdoing, resisting negative peer pressure, and serving as a positive example. Responsible individuals should take responsibility for their own honesty and should discourage and seek to prevent misconduct by others. This may be as simple as covering one's own answers during a test or as difficult as reporting a friend for cheating. Whatever the circumstances, members of an academic community must not tolerate or ignore dishonesty on the part of others. Holding oneself and others to high standards of integrity is often challenging and requires courage.

Courage - An element of character that allows learners to commit to the quality of their education by holding themselves and their fellow learners to the highest standards of academic integrity even when doing so involves risk of negative consequences or reprisal. Being courageous means acting in accordance with one's convictions. Like intellectual capacity, courage can only develop in environments where it is tested. Academic communities of integrity, therefore, necessarily include opportunities to make choices, learn from them, and grow. [1]

Expectations: With a goal of establishing clear expectations for students and faculty, the following are provided as examples of behavior that are not consistent with ASDOH's commitment to academic integrity including cheating, plagiarism and collusion. These examples are intended to be illustrative and not exhaustive, and are not to be read as a limitation to the School's right to discipline for infractions that are not specifically listed.

Cheating is defined as giving or receiving unauthorized aid without the consent or knowledge of the faculty, before, during or after an educational activity (e.g., an assignment, examination, quiz, paper, laboratory project, patient based competency, etc.). Examples include, but are not limited to:

- Access to Unauthorized Examination Material and Study Aids -Giving or gaining access to current or previous examination materials or study aids without the express consent of appropriate faculty member, course director, and/or examining organization. Materials include written copies or digital content of past examinations, unreleased versions, individual questions, and answer keys. This also includes the creation of unauthorized study aid materials through systematic memorization, photography, or computer "hacking", as well as the purchase or sale of such unauthorized materials.
- Receiving Unauthorized Assistance, Collaboration or Copying - Copying, collaborating or receiving unauthorized assistance during an academic exercise, whether in a proctored or online environment. Unauthorized assistance includes, but is not limited to: copying from another student's exam or paper; collaborating with another student, both in person and through digital communication; use of notes,

text books, digital or online resources, etc. during an examination or educational activity unless explicitly allowed by the Course Director.

- Failure to Follow Examination Protocol-Failure to comply with directions given by the Course Director, proctor or designee who is governing a didactic, preclinical or clinical examination (e.g., removing a typodont tooth during a competency assessment; bringing cell phones, books, backpacks into the exam; failing to sit in assigned seats; leaving room without permission; failure to end exam as directed, etc.)

Plagiarism is defined as the use of another's work or ideas without acknowledgment. A fundamental assumption is that work submitted by a student is a product of his/her own efforts. Examples of plagiarism include, but are not limited to:

- Contributions without Acknowledgment-The submission of any papers or assignments which fail to acknowledge another's work or contribution. This includes specific phrases or entire passages, sentences, paragraphs or longer excerpts, without quotation marks or documentation. One may also plagiarize by paraphrasing the work of another and/or submitting the style of another, which is retaining another writer's ideas and structure without documentation.
- Purchase of Submissions -The submission of work of another that was purchased, received as a gift, or obtained by any means.
- Project or Laboratory Submissions -The submission of a written or laboratory project which was created in whole or in part by another.
- Multiple Submissions or Self-Plagiarism-The submission of academic work for credit which has already been submitted for credit by the student in another course or module, unless explicitly allowed by the course director.

Collusion is defined as secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others and include, but are not limited to:

- Unauthorized collaboration with another person in preparing academic assignments which are offered for credit. This includes collaboration with others on written "take- home" or online examinations, or other educational activity intended to be an individual effort. This also includes allowing others to edit papers or written assignments in any substantive way.
- Deliberate misrepresentation of each individual's contributions to a project

Reporting of Prohibited Actions by Students: Consistent with ASDOH's stated commitment to these fundamental values, every member of an academic community - each student, faculty member, and administrator - is responsible for upholding its academic integrity. As such, each is responsible to report any suspected breach by a student to the module or course director and Associate Dean for Academic Assessment as soon as possible, but no later than 10 business days, following the discovery of the breach.

Process:

1. The Associate Dean for Academic Assessment, in conjunction with the Associate Dean for Clinical Education and Student Success, will investigate any suspected breach of academic integrity by students and report these findings to the Vice Dean.
2. In the event that there is a determination that a student has acted in a manner that is in violation of these expectations of academic integrity, the individual will be subject to the appropriate academic disciplinary actions in accordance with AS DOH policy, including dismissal from the program.

[1]The Purpose and DeVning Fundamental Values an Behaviors that Maintain Academic Integrity sections of this policy were adopted with modifications from The ljllndamental Values of Academic Integrity 2"d Edition, The International Center for Academic Integrity, April 2014, http://www.academicintegrity.org/icai/assets/Revised_FV_2014.pdf

Attendance

The basis of this policy lies in the fact that the profession of dentistry demands the utmost in professionalism, as dentists are required to serve others by respectfully treating patients and providing them with the best care; working humanely, attentively and efficiently with staff and colleagues; managing resources wisely; and, representing the profession to the public. To that end, student attendance in didactic, preclinical, and clinical coursework is paramount, i.e. the actions of a dentist always impact others (patients, staff, fellow professionals, the community, etc...). Attending all classes and clinic sessions, including punctual if not early arrival to all course and clinic work, sets the standard for students' professional lives. Further, in the ASDOH modular curriculum, it is imperative that students attend class because of the compressed timeframe in which module content is presented and assessed. And, in clinical settings, student attendance is essential as patients rely on their healthcare provider's prompt care.

In relation to the matter of professionalism, attendance of all classes, labs, and clinic session is expected, and in some cases required. (Except by invitation of instructors, only students, faculty, or staff may attend classes and laboratories). Specifically, students are expected to:

- Arrive early to class
- Stay for the entire class
- Respect the instructor's time
- Communicate directly with the appropriate reporting person for absences
- Secure the dates and times of modules that they must retake from the Course Director.

All attendance related issues are subject to the review of the Academic Progress Committee whose decisions will be forwarded to the Vice Dean.

D1 & D2 Students

Class Attendance:

Students are expected to be in class on time and stay for the duration of the class time. At the discretion of the Course Director, students who miss more than 10% of the scheduled module class, clinic or lab time due to excused absences may earn an Incomplete (I) final grade and MUST retake the module when it is offered again. Upon successful completion of all module requirements, the (I) grade will be changed to reflect the actual grade earned in the course.

Students who miss more than 10% of the scheduled module class, clinic or lab time due to unexcused absences will earn an (F) final grade and will be required retake the module when it is offered again at their own expense.

Random attendance may be taken during the course of the module by the instructor or other designated personnel.

Exam/Quiz Attendance:

Students are required to arrive on time and stay for the duration of all assessment related activities, e.g., exams, quizzes, tests, group/individual presentations, etc. (It is recommended that you arrive 10 minutes in advance to prepare. This includes downloading the exam, obtaining a Whiteboard/Marker, securing your belongings, etc.)

Unexcused absences for an assessment will result in a zero (no credit) for the assessment. (This includes instances of "No Call-No Show" or reasons of unpreparedness). The course director will report the student to the Academic Progress Committee. No remediation will be offered for the module.

Extended testing time will not be granted to late arrivals. Students should make every effort to contact the appropriate personnel as soon as they are aware of possibly arriving late. A student is considered late if they arrive after the exam password has been released. Those students arriving late for a scheduled assessment will be asked by the exam proctor to sign a Late Exam Arrival Form before the exam passcode is released. Students MUST complete the exam within the allotted time frame remaining, regardless of how much time the computer may indicate is remaining. Those arriving

later than 15 minutes MUST obtain permission from the course director before they are permitted to test. This may include making-up the exam during lunch or scheduled lecture time. **Repeated tardiness or calling-out for exams may be grounds for a Professionalism Form and/or referral to the Academic Progress Committee.

Students must email ASDOHAbsenceRequest@atsu.edu to report an absence before assessments are administered. Absence notifications received once an assessment has begun, (normally 8am) will be approved at the discretion of the Course Director and/or Associate Deans for Academic Assessment or Student Success. *(Please see Assessment Attendance policy for more details)

Once an assessment has begun, students are not permitted to leave the room except to use the restroom after gaining permission from the assessment proctor. *(Please see Conduct during an Assessment Guidelines regarding restroom protocol)

Should an emergency arise during an assessment that requires you to leave early, the student must immediately notify the exam proctor who will notify the Course Director and Instructor. Depending on the nature of the early departure, scoring may be based on the entire exam, e.g., if you finished 10 items of a 30 item exam, your total number of correct answers will be out of 30.

Students are required to make-up any missed assessments as soon as he/she arrives on campus, at 7:00 a.m. the next school day, unless alternate arrangements were previously made with the course director. Students who do not follow this protocol will receive a zero (no credit) for the assessment.

At the discretion of the Course Director, make-up exams/assignments may be administered in a format different than that of the original, including but not limited to: written essay or report, problem/case-based exam, laboratory practical, independent project, research assignment, verbal or electronic presentations, or any combination of the aforementioned.

Students are not permitted to attend class lectures after an excused absence until all missed assessments have been taken. Exceptions may be made at the discretion of the course director.

Professionalism Compliance Forms may be issued to students that fail to adhere to attendance protocol.

D3 & D4 Students On-Site Clinic & Modules

Dental Student Clinic Attendance Expectations:

- 90% attendance in the dental clinic is required.
- The primary expectation of students when they are in the clinic is that they are to be treating patients during both the morning and afternoon sessions; and, students must stay for the entire clinic session.
- If there is a patient cancellation, students are expected to be assisting other students.
- Attendance is monitored by the CCU Director, the specialty areas, the Director of Clinical Education, and, ultimately, the Academic Progress Committee.
- Students are allowed a maximum of 20 excused absence days from the D3 year and a maximum of 20 excused absence days from the D4 year.
- Neither absence nor notification of absence excuses the student from meeting all Clinic I and Clinic II module requirements.
- Chronic unexcused absences from the clinic as well as abuse or misuse of the patient scheduling system constitute unprofessional behavior and will result in the issuance of Professionalism Forms, probation, and/or suspension of clinical privileges, and may ultimately result in dismissal from the program.

Guidelines:

For Excused Absences/Student Time Out of Clinic:

- Excused absences include:
    - Calling out sick from clinic or going to medical appointments
    - Attending to personal or family business/affairs/crises
    - Participating in humanitarian outreach trips scheduled during clinic time
    - Visiting or interviewing with other dental schools, specialty, or residency programs
    - Attending conferences on ASDOH's behalf
    - Attending meetings of national organizations or committees
- Student requests for additional excused absences above and beyond 20 days for specialty or residency interviews will be handled on a case-by-case basis.
- The 20 days cannot be used to extend vacation time.
- The 20 days do not carry over from the D3 year to the D4 year.
- Research externships or MPH practica are not included in the 20 days.
- One month prior to graduation, excused absences are highly discouraged. This is: 1) to facilitate an orderly transfer of patients (between D4 and D3 students); and, 2) so that ASDOH patients of record can be treated. Exceptions will only be granted by the Academic Progress Committee on a case-by-case basis.
- No excused absences will be approved during Seminar Weeks. Exceptions will only be granted by the Academic Progress Committee on a case-by-case basis.
- *Three unexcused absences from the clinic* may result in the dismissal of the student from the program or an Individualized Education Plan, which may include an additional semester(s) in the clinic.

Responsibilities:

- Students must notify their CCU Director for any absence and complete and Absence Request Form.

Absence Request Form: Except for emergency circumstances, an Absence Request Form must be completed and submitted at least 1 month prior to the expected clinic absence. (Note: Last minute residency interviews will be handled on a case-by-case basis.)

For unanticipated clinic absences/emergencies, students must complete and submit an Absence Request Form within 1 day of returning to school. This Form should be downloaded from the Google drive, filled in with the appropriate information and signatures, and returned to the Office of the Assistant Dean of Clinical Education.

Coverage of Clinic Patients: In their absence, student doctors are responsible for assuring that all scheduled clinic patients or rotations are appropriately staffed, i.e., dental treatment is being rendered by another student or rescheduling the patient's appointment. Failing to do this will result in one or more of the following: 1) receiving a Professionalism Form; 2) being placed on probation; and, 3) having clinical privileges suspended. Note: Students must first confirm with their CCU Director that approved excused absences are blocked off in Dentrix.

D3 & D4 Students at External Rotation Sites

Attendance will be monitored by the Associate Dean for Informatics, Innovation, & Community Partnerships

Report attendance issues to: The rotation or site staff, the Associate Dean for Informatics, Innovation & Community Partnerships and the Director of Integrated Community Service Partnerships.

Student responsibilities:

1. The rotation or site staff, the Associate Dean for Informatics, Innovation & Community Partnerships and the Director of Integrated Community Service Partnerships.
2. Refer to Clinical Rotations and Externship absence guidelines in the ICSP Student Policy manual.

Outcomes: Students will receive a separate Professionalism Grade worth 0.5 credit hours at the end of the Fall and Spring semesters in D1 and D2, and at the end of the year in D3 and D4. This grade is based on student compliance with ASDOH and ATSU policy regarding student attendance, student compliance with the dress code and student behavior (see previous pages and related policies).

Immunizations

ASDOH requires all students to provide proof of their immunizations in order to matriculate. This is necessary for the students' protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection. Failure to maintain year-to-date immunizations may prevent a student from entering the clinical phase of their education.

1. Diphtheria/Tetanus/Pertussis: Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis or booster dose within ten (10) years prior to the beginning of the academic year and must ensure it is up to date while at ASDOH.
2. Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.
3. Measles, Mumps, and Rubella: Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended. (We require 2 MMR or titer showing POS result.)
4. Hepatitis B: Students are required to complete a series of 3 Hepatitis B vaccinations prior to matriculation. (We require Hep B series OR titer showing POS result.)
5. Tuberculosis Skin Test: Students must have had a tuberculosis skin test within the year prior to matriculation. If the test is positive, the student must have a chest X-ray within the year. Students must update TB each year. (Students documenting with Chest X-ray must do so every 2 years.)
6. Varicella (Chicken Pox): Varicella immunization, serum titer, or physician documentation of date of contraction.

Exemptions: Under certain religious or health circumstances, a request for exemption from preventive health requirements may be granted. ASDOH cannot guarantee placement in clinical rotations, however, when this exemption is granted. Consequently, students receiving an exemption from preventive health requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

CPR Training

ASDOH requires that all residential students obtain and maintain, at a minimum, Cardiopulmonary Resuscitation (CPR) certification. American Heart Association or American Red Cross certifications are accepted. Proof of certification as defined by ASDOH must be on file by Orientation. Certification must be maintained throughout the duration of enrollment. Non-compliance at any time during a student's enrollment may result in disciplinary action. A random sample of student records will be audited periodically to confirm continuous coverage. These Cardiopulmonary Resuscitation certification requirements can be substituted with a Basic Life Support certification.

HIPAA Training

ASDOH requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. Training is offered online by ATSU and must be completed by clinic orientation.

Student Dress Code

Please see the University Student Handbook for specific dress code expectations or requirements.

Curriculum

The ASDOH Curriculum Committee is comprised of a variety of faculty members representing the 7 required courses: Introduction to Oral & Health Sciences, Integrated Human Systems, Pan System Sciences, Dental Tissues, Dental Disciplines, Integrated Dental Practice, and Clinical Experiences. The Curriculum Committee is responsible for coordination, integration, and evaluation of all courses and modules across the four-year curriculum. The Committee is responsible for directing course content and delivery methods.

The curriculum is designed in a linear form; that is, students must successfully complete the schedule of modules offered in sequence. Following is a summary of the modules and courses required at ASDOH. Note that the sequence and modules may change from year to year as the science of dentistry changes.

The following is a list of academic criteria necessary for student progression and promotion from one year to the next of the four-year dental school program, culminating in graduation from the program. This policy applies to all ASDOH DMD students. Exceptions are made for transfer students only, based on admission status and individualized education plans developed.

Typical Course Schedule

A typical course schedule consists of the following:

First Year (D1)

Module	Module #	Course
• Introduction to Dentistry	504	Introduction to Oral and Health Sciences
• Craniofacial Embryology	510	Pan System Sciences
• Genetics	511	Pan System Sciences
• Medical Microbiology	512	Pan System Sciences
• Pharmacology I	513	Pan System Sciences
• Craniofacial Histology	514	Pan System Sciences
• Clinical Pathology	516	Dental Tissue
• Musculoskeletal	521	Integrated Human Systems
• Neuroscience	523	Integrated Human Systems
• Endocrinology	525	Integrated Human Systems
• Hematology	526	Integrated Human Systems
• Cardiopulmonary	527	Integrated Human Systems
• Immunology	528	Integrated Human Systems
• Metabolism	529	Pan System Sciences
• Digestive System	531	Integrated Human Systems
• Renal	532	Integrated Human Systems
• Male, Female Reproduction	533	Integrated Human Systems
• Head and Neck Anatomy	541	Integrated Human Systems
• Occlusion and Articulation	551	Dental Tissues
• Fundamentals of Dental Materials	552	Dental Disciplines
• Dental Anatomy	555	Dental Tissues
• Oral Microbiology	560	Dental Tissues
• Operative Dentistry I	561	Dental Tissues
• Oral Soft Tissues	562	Dental Tissues
• Professionalism I	565	Integrated Dental Practice

• Professionalism II	566	Integrated Dental Practice
• Infection Control in Dentistry	568	Pan System Sciences
• Clinic Orientation I	570	Integrated Dental Practice
• Operative Dentistry I	594	Dental Disciplines
• LAB		
• OMF Radiology I	655	Integrated Dental Practice

Second Year (D2)

Module	Module #	Course
• Complete Prosthodontics	601	Dental Disciplines
• Removable Partial Prosthodontics (RPD)	602	Dental Disciplines
• Endodontics	603	Dental Disciplines
• Fixed Prosthodontics	604	Dental Disciplines
• Implantology	605	Dental Disciplines
• TMD	607	Dental Disciplines
• Oral Maxillofacial Surgery	608	Dental Disciplines
• Periodontics	609	Dental Disciplines
• Pediatric Dentistry	611	Integrated Dental Practice
• Dentistry in the Community IA	613	Integrated Dental Practice
• Special Needs & Geriatric Dentistry	616	Integrated Dental Practice
• Dentistry in the Community IB	622	Integrated Dental Practice
• Treatment Planning	623	Integrated Dental Practice
• Oral Medicine	624	Integrated Dental Practice
• Oral Pathology	630	Dental Tissues
• Dental Anesthesia	634	Dental Disciplines
• Complete Prosthodontics LAB	638	Dental Disciplines
• Fixed Pro LAB	641	Dental Disciplines
• Implantology LAB	642	Dental Disciplines
• Pharmacology II	644	Integrated Dental Practice
• Operative Dentistry II	650	Dental Disciplines
• OMF Radiology I	655	Integrated Dental Practice
• Professionalism III	665	Integrated Dental Practice
• Professionalism IV	666	Integrated Dental Practice
• Ethics Jurisprudence	667	Integrated Dental Practice
• Clinic Orientation II	670	Clinical Experiences
• Behavioral Science I	682	Integrated Dental Practice
• Introduction to Lasers	684	Dental Disciplines
• InterProfessional Education (IPE) Through the Lens of Oral Systemic Disease	694	Integrated Dental Practice
• Evidence Based Dentistry	699	Integrated Dental Practice

Third Year (D3)

Module	Module #	Course
• Clinical Dentistry	701	Integrated Dental Practice
• Orthodontics	706	Dental Disciplines
• Dentistry in the Community II	714	Integrated Dental Practice
• Professionalism V	765	Integrated Dental Practice
• Clinic I	777	Clinical Experiences

• Portfolio Capstone--D3 S1	792	Integrated Human Sciences
• Portfolio Capstone--D3 S2	793	Integrated Human Sciences
• Oral Pathology II	795	Dental Tissues

Fourth Year (D4)

Module	Module #	Course
• Dentistry in the Community III	813	Integrated Dental Practice
• Regulations in Dentistry	814	Integrated Dental Practice
• Business of Dentistry	815	Integrated Dental Practice
• Professionalism VI	865	Integrated Dental Practice
• Clinic II	877	Clinical Experiences
• Portfolio Capstone D4S1	892	Integrated Dental Practice
• Portfolio Capstone D4S2	893	Integrated Dental Practice

All ASDOH students receive a Certificate in Dental Public Health from the College of Graduate Health Studies (CGHS) as part of their dental school curriculum. The certificate consists of five classes from the Master of Public Health with Dental Emphasis degree program. These courses are included in the student's ASDOH tuition.

- Introduction to Dental Public Health
- Behavior Sciences and Educational Concepts
- Dental Epidemiology
- Dental Healthcare Policy and Management
- Financing Dental Care

DMD and MPH Dual Degree Program

ATSU and ASDOH are proud of the highly successful dual degree program available to dental school students. ASDOH and CGHS have joined together to offer dental students the unique opportunity to earn their DMD and MPH degrees during their four years in dental school.

The MPH with Dental Emphasis degree program is comprised of a total of fifteen courses. The opportunity to continue with the MPH with Dental Emphasis degree program begins at the start of the third year of dental school. All courses outside of the five required certificate courses (10 additional courses) are the financial responsibility of the student.

Dual degree program highlights:

- All class work is completed 100 percent online
- Instruction incorporates directed readings, chat room discussions, and scholarly papers
- Courses are offered on a quarterly basis

Professionals trained in dental public health are well equipped to work in community health centers, institutes of higher education, non-profit organizations, and local, state, and national government.

For more information, please contact the Academic Advisor for the MPH with Dental Emphasis degree program at CGHS at cghsacademicadvisors@atsu.edu.

Research Clerkships

In recognition of research as the foundation of practice advancement and health improvement, ASDOH has developed a research agenda that is tied with our mission and is innovative in format. The three main areas of research through ASDOH are:

- Educational Research
- Product and Techniques Research
- Public Health Research

The ASDOH Research Committee is responsible for oversight of all research conducted at ASDOH as well as in external sites. Application for research projects should be made to the ASDOH Research Committee.

The purpose of the ATSU-supported Research Clerkships is to enable students interested in research to be mentored by experienced researchers. As funds are made available for research clerkships, D2 and D3 students will be solicited to submit proposals. Students may elect to work with universities and other organizations affiliated with ASDOH to assist in well-defined research projects or students may propose to work with other organizations or universities not yet affiliated with ASDOH.

Students interested in a research clerkship are encouraged to meet with the Chair of the Research Committee or designee to discuss proposals. Research Clerkships are normally coordinated by students and external site mentors for the summer between the D2 and D3 year or between D3 and D4 years.

Course Descriptions and Credit Values

Behavioral Science I – DOH682 – 1.3 credit hours: This module introduces and reviews the legitimacy, methods, disorders, ethics, and legal components of mental health/substance abuse disorders and social issues that impact the clinical dentist.

Business of Dentistry – DOH815 - .5 credit hours: The Business of Dentistry module consists of seminars offered during the D1 –D4 year on the following topics: Dental Materials Cost Containment in Sim Clinic, Dental Materials Cost Containment, Clinic Management Cost Containment, Good Financial Hygiene, Getting Out and Staying Out of Debt, Legal Entities in Dentistry, Tax Management and Basic Financial Planning, Practice Management Accounting, Retirement Planning and Investments, Employment Issues, Risk Management/Liability Insurance, Marketing Strategies, Disability Insurance.

Cardiopulmonary – DOH527 – 2.7 credit hours: This module will cover core principles in the complexities of the cardiopulmonary system in its various roles (maintenance of cardiac output, mean arterial pressure, and blood gases; hemostasis; exchange of materials with tissues; and the pathophysiology of cardiopulmonary system disease, etc.). A core knowledge base will be presented and problem solving skills, information retrieval skills, and teamwork will be encouraged.

Clinic I – DOH777 – 27.7 credit hours:

Clinic II – DOH877 – 36.1 credit hours:

Clinic – Dentistry – DOH701 – 4.76 credit hours: This module will utilize small group discussions, lectures and problem-based learning groups in consideration of dental cases that will integrate knowledge of basic and clinical sciences in relation to patient care.

Clinic Orientation I – DOH570 – 1.3 credit hours: During the orientation period, students will have initial experiences working in the clinical setting to familiarize themselves with clinic protocols, infection control procedures, ergonomics, assisting, taking and recording vitals. Students will be introduced to the rationale and application of ergonomic principles related to performing restorative dentistry when using dental auxiliaries. Students will learn the basic principles of four-handed dentistry and apply that learning in the clinical setting. There will be classroom and preclinical activity focused on strategies for maximizing the abilities of dental auxiliaries so as to provide a safe and productive clinical setting. Legal and ethical considerations of dental auxiliary training, employment and management will also be discussed.

Clinic Orientation II – DOH670 – 7 credit hours: During the orientation period, students will have initial experiences working in the clinical setting providing a variety of diagnostic, preventive, and anesthesia related

procedures on each other while learning to operate and maintain the clinic equipment. Rotations through sterilization and locating equipment, supplies and the procedure for checking out equipment will also be included.

Clinical Pathology – DOH516 – 2.7 credit hours: This module covers more in depth first the clinical pathology associated with each of the systems discussed in previous modules and later relates the pathology to their effect on the body systems, oral cavity and oral conditions.

Complete Prosthodontics – DOH601 – 2.3 credit hours: In this module students will learn and apply the clinical skills necessary to create high quality complete dentures as well as nomenclature and concepts relevant to complete dental fabrications.

Complete Prosthodontics LAB – DOH638 – 1.7 credit hours: In this module students will learn and apply the laboratory skills necessary to create high quality complete dentures as well as nomenclature and concepts relevant to complete dental fabrications.

Craniofacial Embryology – DOH510 – 2.2 credit hours: This module studies the structure, function and development of the craniofacial complex with emphasis microscopic anatomy of the epithelia, teeth, salivary glands, tongue and tonsils.

Craniofacial Histology – DOH514 – 1.9 credit hours: This module studies the histology and basic physiology of the integument, connective tissues bone and muscle of the craniofacial complex.

Dental Anatomy – DOH555 – 4.3 credit hours: Discussion of the morphology and nomenclature of individual teeth of the primary and permanent dentition, as well as eruption patterns. External and internal crown and root morphology of both the permanent and primary dentitions will be presented.

Dental Anesthesia – DOH634 – 2.7 credit hours: This module covers concepts and techniques related to the administration of local anesthetic agents and nitrous oxide. Course content includes a comprehensive review of pharmacologic agents used to obtain topical and local anesthesia, and nitrous oxide-oxygen analgesia; risk assessment performed during the medical history review; patient selection criteria for choosing appropriate pain management strategies; prevention and treatment of medical emergencies; and patient management during anesthesia and nitrous oxide-oxygen analgesia.

Dentistry in the Community IA – DOH613 – 7 credit hours: The module focuses on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system.

Dentistry in the Community IB – DOH622 – 4 credit hours: This course will look at various community-based programs: how best to develop, implement, and evaluate these programs as well as financing these programs. Students will work with a local organization/ institution/ agency to develop a comprehensive oral health plan for a community.

Dentistry in the Community II – DOH714 – 3 credit hours: The module focuses on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system.

Dentistry in the Community III – DOH813 – 4.4 credit hours: The module focuses on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system.

Digestive System – DOH531 – 2.7 credit hours: This module will demonstrate core principles in the complexities of the Digestive System in its various roles (digestion, absorption, transport at the molecular level, motility, the mucosal

immune system, pathophysiology of digestive system disease, etc.). A core knowledge base will be presented and problem solving skills, information retrieval skills, and teamwork will be encouraged.

Endocrinology – DOH525 – 2.7 credit hours: The endocrine system presents the first organ-centric system. The basic anatomy, physiology, pathophysiology and clinical applications of the endocrine systems are presented.

Endodontics – DOH603 – 3 credit hours: This course expands upon the dental pulp module in the first year and introduces endodontic treatment technique and procedures. The goal of the pre-clinical endodontic program is to prepare the student to understand, recognize, diagnose and successfully treat diseases of and injuries to the pulp and periapical tissues. Management of common clinical endodontic problems that may be encountered in the practice of general dentistry will be emphasized. The lab course will acquaint the student with a simulated clinical application of the principles of endodontic therapy. Procedures will be performed on extracted teeth and the progression of the student will be evaluated and monitored throughout the course. As a prerequisite, the student should have an understanding of histology, general tooth anatomy, infection, inflammation and repair. Also, knowledge of managing the medically compromised patient. and systemic diseases.

Ethics Jurisprudence – DOH667 - .5 credit hours: This is an introductory level course on ethics, professionalism, and jurisprudence as it relates to dentistry.

Evidence Based Dentistry – DOH699 – 2.2 credit hours: This course integrates access to and use of evidence in support of critical decision-making. Students will demonstrate mastery through professional presentation applying concepts associated with the basis of evidence-based approach to clinical practice in answering a specific clinical question.

Fixed Pro LAB – DOH641 – 5.6 credit hours: This module presents an overview of laboratory procedures associated with both single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations with preparation and framework design for metal based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed.

Fixed Prosthodontics – DOH604 – 1.6 credit hours: This module presents an overview of clinical procedures associated with both single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations with preparation and framework design for metal based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed.

Fundamentals of Dental Materials – DOH552 – 2.2 credit hours: This course will introduce students to fundamental principles and concepts of dental materials science. The four categories of materials, ceramics, composites, metals and polymers, will be discussed by giving examples of commonly used dental materials. Each material will be evaluated in terms of their molecular structure and physical, mechanical, chemical and biological properties. These materials will subsequently be reviewed from a practical practicing viewpoint as they are later presented in specific clinical-type disciplines.

Genetics – DOH511 – 1.4 credit hours: Given the extensive developments regarding the genetic basis for oral disease, dental genetics is presented to develop a basic understanding of genetics and its link to oral conditions.

Head and Neck Anatomy – DOH541 – 7.5 credit hours: This module is a comprehensive treatment of the clinical gross anatomy of the head and neck as well as a detailed discussion of the cranial nerves applicable to the practice of dentistry.

Hematology – DOH526 – 2.7 credit hours: The histology, function and clinical application of blood and its components are presented in this module. Immune functions of blood will be detailed in a subsequent module.

Immunology – DOH528 – 2.7 credit hours: The immune system is discussed from cellular to humoral components.

Implantology – DOH605 – 1.3 credit hours: The implant module presents basic understanding of the biological aspects necessary for successful implant therapy.

Implantology LAB – DOH642 - .7 credit hours: This module exposes students to one implant system in the laboratory portion of the course and there they perform some of the routine implant mechanics; this includes placement templates, simulated implant placement, impression transfer to the laboratory analogue, provisionalization and overdenture mechanics.

Infection Control in Dentistry – DOH568 – 1.6 credit hours: The use of appropriate infection control precautions to protect against transmission of blood-borne and other occupational microbial pathogens utilizing evidence-based infection control and safety policies and practices.

InterProfessional (IPE) Through the Lens of Oral Systemic Disease – DOH694 - .5 credit hours:

Introduction to Dentistry – DOH504 – 2.3 credit hours: This module is intended to be a "break" from the intense biomedical science modules during that semester and to introduce principles and concepts in dentistry fundamental to the understanding of the pre-clinical curriculum. Topics of instruction in this module include Introduction to Dental Anatomy and Terminology, History of Dentistry, Introduction to Research and Evidence Based Dentistry, Public Health, Ethics, Dental Business, Radiology, Behavioral Science, Introduction to Preventive Dentistry, and Simulation Clinic exercises to introduce the manual dexterity and basic operative skills that will be necessary for the pre-clinical courses.

Introduction to Lasers – DOH684 – 1.6 credit hours: This module will introduce the students to the basic theory and techniques of using lasers in dentistry. They will learn a comprehensive overview of the clinical applications of lasers in contemporary dental practices. Students will learn and understand the basic laser physics, the science behind laser tissue interactions, the operation of various lasers and basic safety aspects. They will comprehend the use of lasers in oral surgery, the full range of therapeutic applications for hard tissue, the indication and contraindications for lasers in periodontal therapy as well as laser-based diagnostics, and future aspects in laser dentistry. The students will have the opportunity to apply their theoretical understanding and will practice their clinical and professional skills in simulated treatments.

Male, Female Reproduction – DOH533 – 3.2 credit hours: Treatment of the male and female reproductive systems with emphasis on the more complex female reproductive physiology and its impact on dental treatment.

Medical Microbiology – DOH512 – 2.7 credit hours: This module introduces the dental student to the biology of microbes – viruses, bacteria, fungi, protozoa, and helminthes – with an emphasis on medical microbiology. Essential microbial physiology, genetics and immunology are presented with medically important microbial infections discussed from the standpoint of etiology, epidemiology, pathogenesis, and prevention.

Metabolism – DOH529 – 7.5 credit hours: This module presents the biochemical concepts and metabolic pathways involved in basic human systems. It integrates metabolic pathways with concepts of cell biology and physiology by focusing on the function on the pathways, the cellular and organ localization of the pathways, and how they are regulated and coordinated with each other.

Musculoskeletal – DOH521 – 2.7 credit hours: This module examines the musculoskeletal and articular systems from a gross anatomical viewpoint focusing on the upper extremities, skull, and vertebral column. Additionally, the cranial nerves will be introduced along with the clinically-relevant gross anatomy of the thorax will be outlined and discussed. By necessity of the topic, some human physiology will also be discussed where necessary.

Neuroscience – DOH523 – 4.8 credit hours: This module covers the central nervous system, peripheral nervous system, cranial nerves, special sensory and autonomic nervous system which will be explored in terms of their structure, function, dysfunction, and clinical relevance to medicine and dentistry.

Occlusion and Articulation – DOH551 – 3.2 credit hours: Students are presented with descriptions and illustrations of mandibular positions and movements related to guidance by the teeth and joints and to neuromuscular mechanisms underlying mastication and swallowing. Static contacts and pathways from these contacts are presented in lecture and in laboratory exercises. Periodontal response to occlusal forces, both normal and pathologic, are related to cusp-fossa excursions and to occlusal schemes.

OMF Radiology I – DOH655 – 3.2 credit hours/2.3 credit hours: This module will describe the principles of radiographic image acquisition for intraoral and panoramic x-ray modalities, radiobiology, radiation safety, recognition of radiographic anatomy, and interpretation of radiographic pathoses.

Operative Dentistry I – DOH561 – 4.6 credit hours: This module will introduce the students to the basic theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop technical skills in operative dentistry through the learning of basic intracoronal preparation and restorations in single teeth, investigate evolving technology, material science, and research, perform self-assessments, and develop a their professional conduct, attitude and appearance. The module will provide students the opportunity to apply clinical and professional skills in a simulated practice environment.

Operative Dentistry I LAB – DOH594 – 6.9 credit hours: This module will introduce the students to the basic theory and techniques of operative dentistry by providing students the opportunity to apply clinical and professional skills in a simulated practice environment.

Operative Dentistry II – DOH650 – 3.3 credit hours: This module is a continuation of the Operative Dentistry (D1) module. This module will expand the students' knowledge of the theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop properly sequenced treatment plan, develop technical skills in operative dentistry through learning more about intracoronal preparation and restorations in single teeth, develop clinical judgment, perform self-assessments, and develop their professional conduct, attitude and appearance. The module will provide students the opportunity to apply clinical and professional skills in a simulated practice environment.

Oral Maxillofacial Surgery – DOH608 – 1.9 credit hours: This course is an introductory level didactic presentation of the fundamental concepts of oral and maxillofacial surgery. Emphasis is placed on the fundamental skills of oral surgery which apply to the practice of general dentistry.

Oral Medicine – DOH624 – 4.6 credit hours: The purpose of this module is to enable students to develop the logical thought processes needed for comprehensive, problem-oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This module is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of risk assessment and treatment planning considerations for patients with typical medical disorders. Emphasis is placed on studying and researching various information resources.

Oral Microbiology – DOH560 – 2.7 credit hours: This module introduces dental students to the fundamentals of oral microbiology, with a focus on oral microbial ecology, the dental plaque biofilm, the microbiology of dental caries and periodontal disease, and microbial approaches for preventing oral diseases. This module is designed to follow directly from ASDOH 512 Medical Microbiology and ASDOH 528 Immunology, and to build directly on the knowledge and concepts learned in those modules. This module is designed to analyze major mechanisms of important oral infectious diseases and the resultant useful and harmful responses of the host. The focus is on understanding underlying processes using key example oral diseases to give depth for evaluating microbial virulence mechanisms. This basic material will help students connect with future basic science and clinical experiences, and locate and evaluate new information concerning past, present and future oral infectious diseases and their treatments. The module starts with an overview of oral immunology and microbiology. Then it progresses through an analysis of

key oral viral and fungal diseases, followed by oral ecology and biofilms. This is followed by the microbiology of gingivitis, periodontal & endodontic diseases. The module ends with the microbiology of dental caries, starting with an examination of basic tooth structure (e.g.,hydroxyapatite) as well as saliva composition, and their relationship to lesion development. Key aspects of the microbiology of dental caries, with emphasis on understanding oral biofilms are next addressed. Several important anti-caries therapies, both current and potential, are examined in detail. The module emphasizes oral bacterial biofilms and plaque-related microbial diseases.

Oral Pathology I – DOH630 – 2.7 credit hours: This module provides a comprehensive overview of the variety of diseases and conditions, common and uncommon, which could be encountered in patients seen in a routine dental practice. It encompasses the application of basic principles of pathology orally as well as recognition of pathologic conditions unique to the mouth as well as oral manifestations of systemic disease. This module provides a comprehensive understanding of the etiology, pathogenesis, clinical features and treatment of the myriad of diseases/conditions affecting the oral cavity and head and neck.

Oral Pathology II – DOH795 – 1.6 credit hours

Oral Soft Tissues – DOH562 – 1.6 credit hours: This beginning course will focus on the anatomy of the periodontium, the epidemiology and classification of periodontal diseases, the etiology of periodontal diseases, and periodontal pathology.

Orthodontics – DOH706 – 2.4 credit hours: This module will aid students in the recognition and diagnosis of basic orthodontic conditions as well as minor treatment modalities.

Pediatric Dentistry – DOH611 – 3.2 credit hours: This module will introduce and examine the clinical, operative and behavior management issues relating to Pediatric dentistry.

Periodontics – DOH609 – 2.1 credit hours: This intermediate course focuses on the application of basic sciences to clinical problems in periodontology. Students will be able to focus on the classification of periodontal diseases, diagnosis and management of periodontal diseases and non-surgical and surgical treatment. Emphasis will be placed on etiology, pathogenesis, treatment modalities and therapeutic and preventive periodontics in a clinical setting. Students will be able to support their treatment decisions with evidence-based literature.

Pharmacology I – DOH513 – 2.7 credit hours: This module integrates and reinforces the basic science material by combining the clinical aspects of the pathology of a certain system, its oral manifestations and dental management with the pharmacological basis for its treatment. Using patient cases to illustrate these concepts, students analyze medical histories to discuss the dental implications of the specific pathology, while emphasizing its pharmacological management. This module will also introduce the dental student to the basic concepts and principles of pharmacology with emphasis on drug classes of significance to dentistry.

Pharmacology II – DOH644 – 2.7 credit hours: This course expands upon the basic principles of pharmacology taught in Pharmacology 513 (pre-requisite). Content includes the rationale for use of specific drugs, drug indications/contraindications, and drug interactions of major drug classes used to treat common systemic conditions. Topics include drugs used to manage/treat cardiovascular disease, endocrine disorders, gastrointestinal disorders, respiratory disorders, cancer and autoimmune diseases. Over-the-counter medications will be reviewed. Medication misuse, principles of addiction and drug abuse will also be discussed.

Portfolio Capstone D4S1 – DOH892 - .75 credit hours: The use of a portfolio assessment strategy provides a robust methodology, using both formative (along the way evaluation) and summative (final or end evaluation) assessments and reflective analysis, to help determine attainment of competency at the end of a four-year dental school curriculum.

Portfolio Capstone D4S2 – DOH893 - .75 credit hours: The use of a portfolio assessment strategy provides a robust methodology, using both formative (along the way evaluation) and summative (final or end evaluation) assessments and reflective analysis, to help determine attainment of competency at the end of a four-year dental school curriculum.

Portfolio Capstone--D3 S1 – DOH792 - .5 credit hours: The use of a portfolio assessment strategy provides a robust methodology, using both formative (along the way evaluation) and summative (final or end evaluation) assessments and reflective analysis, to help determine attainment of competency at the end of a four-year dental school curriculum.

Portfolio Capstone--D3 S2 – DOH793 - .5 credit hours: The use of a portfolio assessment strategy provides a robust methodology, using both formative (along the way evaluation) and summative (final or end evaluation) assessments and reflective analysis, to help determine attainment of competency at the end of a four-year dental school curriculum.

Professionalism I – DOH565 - .5 credit hours: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

Professionalism II – DOH566 - .5 credit hours: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

Professionalism III – DOH665 - .5 credit hours: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

Professionalism IV – DOH666 - .5 credit hours: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

Professionalism V – DOH765 - .5 credit hours: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

Professionalism VI – DOH865 - .5 credit hours: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.

Regulations in Dentistry – DOH814 - .25 credit hours

Removable Partial Prosthodontics (RPD) – DOH602 – 3.7 credit hours: This module is designed to teach students a working nomenclature as well as the necessary design principles for fabricating and delivering high quality removable partial dentures (RPD'S). Students will design eight different RPD'S and learn to write laboratory work authorizations for good laboratory communication.

Renal – DOH532 – 2.7 credit hours: Discussion of the role of the kidneys in maintaining body fluid homeostasis, fundamental renal anatomy including renal circulation, the principal events of renal function, the regulation of renal function and the consequences of impaired renal function.

Special Needs & Geriatric Dentistry – DOH616 – 2.7 credit hours: This course integrates basic disease processes, epidemiology, demographics, treatment planning, and principles of providing dental treatment for individuals with a wide variety of special needs. These include patients with physical, medical, developmental, and cognitive conditions, which limit the patients' ability to receive routine oral care. In addition, this course will provide oral health professionals with tools to assess the needs of older adults, analyze their often complex medical, physical, and social situations, and provide optimum treatment for each individual.

TMD – DOH607 – 1.6 credit hours: The emphasis of this course is the recognition, diagnosis and treatment of the most common temporomandibular disorders. The lectures are organized in a sequence which will allow the student to understand the concepts in diagnosis and apply that understanding to the laboratory experiences.

Treatment Planning – DOH623 – 3.2 credit hours: The purpose of this module is to enable students to develop the logical thought processes needed for comprehensive, problem-oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This module is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of risk assessment and

treatment planning considerations for patients with typical medical disorders. Emphasis is placed on studying and researching various information resources.

Certificate in Orthodontics & Dentofacial Orthopaedics Program

The Orthodontic Postgraduate program is 30 months in length and is composed of clinical training, didactic coursework, teaching experiences, and a research project leading to a research manuscript. ATSU-ASDOH awards a Certificate in Orthodontics & Dentofacial Orthopaedics to those completing the program. The School awards a Certificate in Orthodontics & Dentofacial Orthopaedics to those completing the program, and choice of Doctorate of Health Education (DHEd), Master of Health Administration (MHA), or Master of Science in Kinesiology degrees, offered through ATSU College of Graduate Health Sciences (CGHS)**, concurrently. Graduates of the program are educationally qualified to take the Phase III examination of the American Board of Orthodontics. The recommended ADA Accreditation Standards for Dental Specialty and the AAO Recommendations for Orthodontic Specialty are the basis from which the ATSU ASDOH program was developed.

**Please refer to supplemental handbook for information on optional programs through the ATSU College of Graduate Health Sciences. Note: Any required practicum hours for the CGHS programs must be done outside of orthodontic program hours.

Approximately 60 percent of residents' time is devoted to clinical treatment, 20 percent to seminars and small-group classes, and the remainder to independent research and teaching. The program also provides orthodontic care for the Society of Saint Vincent De Paul as a service to the community.

Patient care begins within the first week of the program and culminates with comprehensive case examinations at the end of the final year. As part of The Center for Advanced Oral Health and in close cooperation with the Advanced Education in General Dentistry, our orthodontic program provides residents the opportunity for interdisciplinary seminars and treatment of complex cases.

The working hours of the program are 7:30 AM to 5:00 PM, Monday through Friday. Residents are expected to attend special programs that may be held in the evenings or on weekends. In addition, preparations for patient care and didactic courses, as well as research, are expected to require additional time.

Residents will:

- Attend bi-monthly surgical seminars with Banner Good Samaritan OMFS residents
- Attend the Tweed Study Course
- Attend professional conferences
- Complete rotations in TMD as well as craniofacial rehabilitation, and
- Complete a capstone research project in the field of orthodontics that will be suitable for publication in a major orthodontic journal.

The residents are also exposed to a variety of advanced treatment techniques including SureSmile, temporary anchorage devices (TADs), lingual braces, Invisalign®, soft-tissue lasers, digital orthodontic models and three-dimensional imaging.

Residents will take the American Board of Orthodontics (ABO) examination prior to graduation and are strongly encouraged to complete the clinical examination and become board certified by graduation. To aid with ABO certification, residents will begin treatment on 10 board eligible cases within the first month of residency and will be expected to start an additional 50 cases in the first six months. In total, residents can expect to start approximately 70-80 cases, plus an additional 20-30 transfers during their 30-month residency.

Admissions

Application Process

The application process begins in mid-May of the year prior to anticipate enrollment. Applicants will need to create an account with the American Dental Education Association's (ADEA) Postdoctoral Application Support Service (PASS) and complete the online application. Accounts may be created at https://portal.passweb.org/. Deadline for submission is August 15 prior to the fall of anticipated enrollment. ASDOH's Certificate program participates in National Matching Services Inc.'s Postdoctoral Dental Matching Program. Please include your match number on your PASS application. Visit the Postdoctoral Dental Matching Program at https://www.natmatch.com/dentres/ to obtain your match number.

Contact ATSU Admissions at 866.626.2878, ext. 2237 or admissions@atsu.edu for assistance. All materials such as transcripts, board scores, and recommendation letters must be sent to PASS. ATSU Admissions does not accept application materials directly.

The School will send a secondary application to applicants via email after receipt of the PASS application. Deadline for submission of the secondary application is September 5.

Admission Requirements

Applicants for admission to the Certificate in Orthodontics & Dentofacial Orthopaedics program must meet the following requirements prior to matriculation:

1. Doctor of Dental Medicine (DMD) or Doctor of Dental Surgery (DDS) degree or equivalent from a U.S. or Canadian dental school
2. DMD or DDS and state board licensure eligibility
3. National Board Dental Exam (NBDE) scores Part I to apply.
    a. Passing scores for Part II will be required prior to matriculation.
4. Official GRE scores - (GRE Code #0581). Scores older than three years prior to admissions year will not be accepted. Send the GRE scores directly to: ASDOH Admissions, 800 W. Jefferson, Kirksville, MO 63501
5. Official college and dental school transcripts (if accepted only)
6. Three ETS® Personal Potential Index (ETS® PPI) evaluations. Information on this form may be found at www.adea.org.
7. Institutional evaluation form to be submitted by the dean of the applicant's dental school.
    a. The dean may submit both a Professional Evaluation Form (PEF) and a PPI. Information on both forms may be found at www.adea.org.
8. Academic PEF to be submitted by the chair, the director, and faculty of the orthodontic department of the applicant's dental school.
    a. These parties can submit both a PEF and a PPI.
    b. A practicing orthodontic PEF can be used if the applicant has been out of school for 3 or more years.
9. Email a curriculum vitae to Admissions at admissions@atsu.edu

If an applicant is invited for an interview, the applicant will need to provide a summary of research or poster.

Transfer Student Admission

ASDOH will consider transfer students on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237 for more information.

Transfer Credit

ASDOH will consider transfer credit on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237 for more information.

Advanced Standing Admission

ASDOH will consider advanced standing on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 866.626.2878 ext. 2237 for more information.

Grading

Certificate in Orthodontics & Dentofacial Orthopaedics program students earn a letter grade or pass/fail grade for each course.

Grading Criteria

Faculty are encouraged to use grading criteria, when possible, that is based on multiple methods such as examinations, quizzes, papers, projects, presentations, case studies and/or a final examination. Each course should have both formative and summative evaluation methods.

- Except for examinations and quizzes, each assessment method must have a grading criterion matrix (e.g., a grading rubric) established at the time the residents are notified of the assignment.
- Scores from each of the assessments shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).
- Course grades shall be recorded as raw scores with corresponding letter scores. Final grades for the course shall not be adjusted to a curve.

Grade	Value
A	90-100%
AU	Audit
B+	85-89%
B	80-84%
F	<79%**
F*	Indicates the course was repeated and not included in the GPA calculation
I	Incomplete – extenuating circumstances
W	Withdraw
WF	Withdraw fail
WP	Withdraw pass
Grades followed by #	Indicates grades that are not included in the GPA calculation

**Residents earning a 79% or below will be required to remediate course content and will receive an "F". When residents successfully complete the remediation process with an 80% or higher, the grade of "F" will be changed to a "B". If the resident does not successfully complete remediation in accordance with the school policies, the grade of "F" will remain. The resident must then retake the course at his or her own expense. This fee is determined by the Controller's Office and is based upon a per credit equation.

Grading for Pass/Fail Courses

Grade	Value
P	Pass
F	Fail
I*	Incomplete - Extenuating Circumstances

* Students earning 79% or below will be required to remediate course content and will receive an "I" for the course. When students successfully complete the remediation process, the score of "I" will be changed to a "B".

Graduation Requirements

Students in the Certificate in Orthodontics & Dentofacial Orthopaedics program at ASDOH must meet the following requirements for graduation. Each student must:

- Successfully complete all prescribed didactic clinical courses and modules ("B" or above).
- Complete one of the following degrees :
    - Doctor of Health Education (DHEd)
    - Master of Health Administration (MHA)
    - Master of Science in Kinesiology (MS)
- Take Part I of the American Board of Orthodontics (ABO) examination process, the written examination
- Present six ABO board cases
- Submit a manuscript based on original research to a peer reviewed dental journal
- Attend the ATSU-ASDOH commencement ceremony

Curriculum

Typical Course Schedule

A typical course schedule consists of the following:

First Year

- Biomechanics I
- Biomechanics II
- Cell, Oral & Developmental Biology
- Craniofacial Growth and Development I
- Data Analysis
- Graduate Head and Neck Anatomy
- Graduate Occlusion
- Introduction to Cephalometrics
- Orthodontic Clinic I
- Orthodontic Clinic II
- Orthodontic Literature Review I
- Orthodontic Literature Review II
- Orthodontic Seminar I

- Orthodontic Seminars II
- Orthognathic Surgery I
- Orthognathic Surgery II
- Research Methodology

Second Year

- Biomechanics III
- Essentials of Teaching
- Graduate Oral & Maxillofacial Path
- Graduate Oral Radiology
- Orthodontic Clinic III
- Orthodontic Clinic IV
- Orthodontic Clinic V
- Orthodontic Seminars III
- Orthodontic Seminars IV
- Orthodontic Literature Review III
- Orthodontic Literature Review IV
- Orthognathic Surgery III
- Orthognathic Surgery IV
- Research
- Research Writing I
- Research Writing II

Classes taken towards the MPH, MHA, DHEd, or MS in Kinesiology degree programs would be in addition to those listed above.

Course Descriptions and Credit Values

Biomechanics I-II - ADE 5017-5018 - 1 credit hour each: In this course, residents will develop a working knowledge of the biomechanical principles used in orthodontic tooth movement and dentofacial orthopedics. The science of biomechanics and biomaterials applied to clinical situations will be stressed. Residents will learn to recognize favorable and unfavorable reactions to force systems, and begin to utilize principles learned in the design of optimal appliances and springs.

In addition, residents will learn about the composition, properties and manipulation of modern orthodontic materials including impression materials, bonding and banding cements, ceramic, plastic and metal brackets, orthodontic wires and springs, latex and non-latex elastics, and alastic ties and chains.

Biomechanics III - ADE5019 - 1 credit hour: In this course, residents will further develop their working knowledge of the biomechanical principles used in orthodontic tooth movement and dentofacial orthopedics. The application of biomechanics and biomaterials to clinical situations will be stressed. Residents will learn to recognize favorable and unfavorable reactions to force systems, and begin to utilize principles learned in the design of optimal appliances and springs.

Cell, Oral & Developmental Biology - ADE1002 - 1 credit hour: This course provides the resident with detailed information about cell development, cell structures, membrane flow, signal transduction, apoptotic process, inheritance and early embryogensis; oral, craniofacial and skull development.

Craniofacial Growth & Development I - ADE1006 - 2 credit hours: In this course, the residents will be provided with sound scientific background of physical and craniofacial growth that will allow each resident to recognize and manage patients with both normal and abnormal growth.

Craniofacial Growth & Development II - ADE1012 - 1 credit hour: This course provides sound scientific background of physical and craniofacial growth that will allow each orthodontic resident to recognize and manage both normal and abnormal growth patients. Several specific syndromes will be presented with clinical relevance

Data Analysis - ADE1081 - 0.5 credit hours: This course is designed to complement the Research Methodology course and will run concurrently with it. In the Methodology course, students will learn about the various types of research studies with the outcome of developing a proposal for a project. The Data Analysis course provides students with the tools to conduct and analyze this project. In a sense, Research Methodology will answer the question "what" and Data Analysis will provide the "how."

Students will master the basics of statistical analyses as applied to the health sciences, including data presentation and summary measures, probability and probability distributions, measures of association, hypothesis testing, and modeling.

Using statistical software packages, students will gain hands-on experience in analyzing data and interpreting results. Emphasis will be placed on understanding the results of an analysis, rather than simply reporting statistical output.

By the end of this course, students will be able to specify the appropriate statistical analyses for their personal research project. They will also have the skills to be discerning consumers of scientific literature and be capable of applying data analytic skills to future research endeavors.

Essentials of Teaching - ADE2000 - 2 credit hours: In this course, residents will be introduced to various educational methodologies and philosophies in teaching and learning in order to prepare them to teach in the predoctoral program.

Graduate Head & Neck Anatomy - ADE1001 - 1 credit hour: In this course, the residents will develop a working knowledge of the gross anatomy of the head and neck relevant to the practice of dentistry and in particular the resident's specific specialty (i.e., orthodontics) as well as core knowledge sufficient for appropriate consultation and collaboration with medical colleagues.

Graduate Occlusion - ADE1007 - 0.5 credit hours: This course will provide an overview of contemporary occlusal concepts and their evolution, establish a working knowledge of occlusion as it relates to diagnosis, treatment planning and treatment, and promote interaction among dental providers and specialists in the treatment of patients with occlusal problems and/or disturbances.

Graduate Oral & Maxillofacial Pathology - ADE1011 - 1 credit hour: The purpose of the course is to provide students a graduate level training experience in Oral and Maxillofacial Pathology. The course will serve to review and reinforce basic oral pathology learned in the pre-doctoral curriculum as well as expand and discuss more advanced and controversial topics. A portion of the course will be case based; applying principles of problem based learning where critical thinking and solving problems is emphasized. This later approach will focus on the patient's presenting signs and symptoms, and through the application of basic principles of the biomedical sciences, work toward developing a differential diagnosis, establishing a definitive diagnosis and deciding on the most appropriate course of treatment for the individual patient. The course will include the etiology, pathogenesis, clinical and microscopic features, treatment and prognosis, as well as differential diagnosis important for the practicing specialist in orthodontics.

Graduate Oral Radiology - ADE1014 - 1 credit hour: In this course, the resident will develop advanced skills in panoramic, cephalometrics radiology and Direct Dental Imaging, both intraorally and extraorally as well as Cone Technology Digital Imagery.

Introduction to Cephalometrics - ADE5000 - 1 credit hour: In a number of dental specialties (most prominently orthodontics and oral and maxillofacial surgery), the cephalometric technique provides a standard means of

description, treatment planning, evaluation, and communication. Technical ability, rather than choice of measurements, is often the limiting factor in cephalometric analysis. This course will emphasize "hands-on" experience with landmark localization, tracing, and measurement.

Orthodontic Clinic I-V - ADE5001-5005 - 10 credit hours each: The purpose of this course is to educate residents in clinical patient management utilizing Orthodontic Records Taking (ABO Standards), Oral Diagnosis, Treatment Planning, Cephalometrics, Radiology, Orthodontic Appliance Design, Orthodontic Techniques, Dentofacial Orthopedics, Biomechanical Principles, Interdisciplinary Comprehensive Care, and Clinical Orthodontic Treatment/Case Management.

Orthodontic Literature Review I- IV - ADE5021-5024 - 0.5 credit hours each: This course will provide residents with a sound background in current and classical orthodontic and related literature. Articles from the American Board of Orthodontics' suggested reading list are used along with current articles selected by the course director. The articles will be discussed in this course and are supplemented with articles from Orthodontic Seminars.

Orthodontic Seminar I-IV - ADE5010-5012 - 6.5 credit hours each, ADE5013 - 7 credit hours: This course provides the resident with basic scientific information in biomechanical principles, and orthodontic techniques required to diagnose, treatment plan, correct routine and complex malocclusions of the growing and skeletally mature patient.

Orthognathic Surgery I-II - ADE5031-5032 - 0.75 credit hours each: This seminar is designed to provide the resident with the knowledge to diagnose a surgical case, take proper surgical records, develop a problems list, treatment objectives, establish a surgical treatment plan and learn how to do model surgery and construct a surgical splint 12

Research - ADE1084 - 6 credit hours: This course is designed to monitor the progress made by all residents on their research project.

Research Methodology - ADE1080 - 1 credit hour: This course is the first in a sequence of four courses, the ultimate goal of which is for the student to propose, conduct, and document a research project that will make a meaningful contribution to scientific knowledge and better the health of the community consistent with the mission of the A. T. Still University. The outcome of this four-course sequence will be a publication-quality paper. In addition, students will be able to use this paper as the basis for requesting funding to carry out further research on their topic.

The Research Methodology course will inaugurate this process by providing students with a firm grounding in the process of healthcare research. This will include an understanding of the strengths and weaknesses of the basic types of research studies including case studies, case series, observational studies, clinical trials, and meta-analyses. Students will be required to explore topics and sources of data for their research projects.

By the end of this first course students will have developed and submitted a detailed proposal of their research project, including a research question or hypothesis, a review of the literature, and a data acquisition and analysis plan.

Research Writing I-II - ADE1082-1083 - 0.5 credit hours: In these courses, the resident will examine in practical terms the elements required for the successful publication of a medical/dental journal article or clinical case review.

- Research Writing I – ADE1082 - .5 credit hours: The ability to present information in a clear and precise manner is a prerequisite for any professional writing. Working in the context of the individual student's research paper, emphasis will be placed on proper language usage, the principles of composition, and developing a readable style. Students will explore appropriate peer-reviewed journals, including electronic publications, to which to submit their papers for publication and the specific requirements of these journals, including reference and format styles.
- Research Writing II – ADE1083 - .5 credit hours: By the end of this course students will have completed and submitted their research paper. In this course, students will use their research project papers as a basis of applying for funding for a future project. This project will better the health of the community consistent with

the mission of the A. T. Still University.

Students will be introduced to the theory and practice of grant writing and identifying sources of funding. Using this knowledge, students will identify possible sources of funding, write grant applications tailored to the requirements of these sources, submit these applications, and follow-up as needed. Students will also learn about the history, rationale, and mechanics of institutional review boards.

Orthognathic Surgery III-IV - ADE5033-5034 -.75 credit hours: This seminar is designed to provide the resident with the knowledge and experience to diagnose, develop a problems list, treatment objectives and design an orthognathic surgical treatment plan.

SOMA

SCHOOL OF OSTEOPATHIC MEDICINE IN ARIZONA

Welcome to the 2016 - 2017 Academic Year!

Whether you are an entering student, a returning student, or an applicant who is looking for more information about SOMA, you will find that SOMA is a unique osteopathic medical school with an important purpose: To prepare excellent osteopathic physicians to serve the healthcare needs of society through high-quality undergraduate and graduate medical education programs.

SOMA's innovative program combines our clinical presentation curriculum with contextual learning by embedding our osteopathic medical students (OMS) within one of our community health center (CHC) partner sites in years two through four (OMS II - IV). This early clinical exposure, working with underserved patients as part of the healthcare team, provides SOMA students with an enriched learning experience during the didactic portion of the OMS II curriculum and increases their level of confidence as they move into the clinical training portion of years three and four.

From the beginning, SOMA's focus has been to train students who have demonstrated an interest in primary care and a passion to work with underserved populations. Although SOMA's program is relatively new, we are already seeing significant success with 100% residency match rates with greater than 70% of graduates entering primary care specialties and nearly 90% entering "specialties of need" as identified by the National Association of Community Health Centers (NACHC). SOMA's creation, in partnership with the Wright Center for Graduate Medical Education, of an innovative national network CHC-based family medicine residency program at multiple locations across the country is further evidence of our commitment to this focus.

As you begin this academic year, be sure to remember that you are the future of medicine and will play a critical role in being part of the solution to our nation's healthcare needs. I wish you all the best for both personal and professional success this year!

Jeffrey W. Morgan, DO, MA, FACOI
Dean,
School of Osteopathic Medicine in Arizona
A.T. Still University of Health Science

About SOMA

Program Accreditation

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA), 142 East Ontario Street, Chicago, IL 60611, Phone: 800.621.1773.

For complaints related to accreditation standards and procedures, students must submit the complaint in writing to the Dean. Upon receipt of a written complaint, the Dean will review and evaluate all relevant information and documentation relating to the complaint. If resolution cannot be reached, the student may appeal in writing to the President. If the student has followed the complete appeals process and the student believes that the complaint provides evidence that the school is not following accreditation standards and procedures the student may consult with the American Osteopathic Association's Commission on Osteopathic College Accreditation at 142 E. Ontario St., Chicago, IL 60611. The COM Accreditation Standards and Procedures can be found at www.aoacoca.org.

School Licensure

ATSU-SOMA has been granted a Certificate of License to Operate an Institution of Higher Education from the District of Columbia Education Licensure Commission in accordance with the provisions of Title 38, Chapter 13, of the District of Columbia Official Code (D.C. Official Code .§38-1301 et seq.) and applicable regulations of the DC Education Licensure Commission. D.C. Higher Education Licensure Commission, 810 First Street, NE, 2nd Floor, Washington, DC 20002.

ATSU-SOMA is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degree described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

ATSU-SOMA is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes A.T. Still University/School of Osteopathic Medicine at Arizona to offer the following degree program: Doctor of Osteopathic Medicine. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act of the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

A.T. Still University of Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes A.T. Still University of Health Sciences to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it endorsement by the Council of the institution or its programs. Any person desiring information that the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

A.T. Still University has been granted Operating Authority in the Chicago Region by the Illinois Board of Higher Education under the "Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010). This authorization is subject to implementation and maintenance of the conditions presented in the institution's application and that form the basis upon which the authorization is granted.

The Ohio Board of Regents – University System of Ohio has granted ATSU-SOMA the authorization to offer clinical and practicum experience in Ohio to fulfill program requirements for the Doctor of Osteopathic Medicine degree.

A.T. Still University of Health Sciences is authorized to operate as a post-secondary degree-granting educational institution in the State of Hawaii by the Department of Commerce and Consumer Affairs (DCCA). Pursuant to

Hawaii Revised Statutes (HRS) §305J-12(a), authorization by the DCCA is conditioned on the maintenance of accreditation by A.T. Still University and continuing compliance with HRS §305J-14 (financial integrity).

SOMA Mission Statement

The mission of A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA) is to prepare community- and research-minded osteopathic physicians who serve the unmet healthcare needs of society through innovative, learner-centered undergraduate and graduate medical education programs.

Values

Our vision is to improve (transform) delivery of healthcare to underserved populations through selection, training, and placement of graduates, leading to improved outcomes in the community.

Goals and Objectives

The School of Osteopathic Medicine-Mesa (SOMA) will strive to accomplish goals in the areas of teaching, research, and service.

Teaching

1. Use Best Evidence Medical Education (BEME) to pursue innovative approaches to learning.
2. Model the knowledge, skills and behaviors of successful osteopathic physicians.
3. Be scholars in the discipline of medical education.

Research and Scholarship

1. Engage in medical education research.
2. Investigate innovative strategies for health care delivery including a focus on interdisciplinary and interprofessional team practice.
3. Collaborate with the Kirksville College of Osteopathic Medicine (KCOM) to advance knowledge in the biomedical sciences, clinical medicine, and osteopathic principles and practices.

Service

1. Work with all clinical affiliates to promote and provide distinctive osteopathic health care including osteopathic manipulative medicine.
2. Will seek to improve health in underserved communities through its partnership with its community campuses.

Graduate Medical Education

1. Form partnerships with existing residency programs to increase the number of training slots through alternative funding mechanisms.
2. Identify opportunities for new residency program development in community-based settings to meet the needs of our graduates in a changing healthcare environment.

Osteopathic Pledge of Commitment

As members of the osteopathic medical profession, in an effort to instill loyalty and to strengthen the profession, we recall the tenets on which this profession is founded: The dynamic interaction of mind, body and spirit; the primary role of the musculoskeletal system; that preventive medicine is the key to maintain health. We recognize the work our predecessors have accomplished in building the profession. We will commit ourselves to continuing that work.

I pledge to:

Provide compassionate, quality care to my patients;
Partner with them to promote health;
Display integrity and professionalism throughout my career;
Advance the philosophy, practice and science of osteopathic medicine;
Continue life-long learning;
Support the profession with loyalty in action, word and deed; and
Live each day as an example of what an osteopathic physician should be.

SOMA Contact Information

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TBD
Assistant Dean of Curriculum Integration for OMS I and OMS II

Doctor of Osteopathic Medicine Program

The SOMA curriculum is aligned with the American Osteopathic Association (AOA) Seven Osteopathic Core Competencies for Medical Students. Under each of these competency domains, there are measurable curricular goals which, upon student attainment and completion, indicate competence in the domain. These curricular goals broadly shape and define the courses and clerkships (clinical rotations) within the four-year SOMA curriculum. For each curricular goal, there are accompanying learning activities, whose purpose is to help students achieve the goal and learn course content. Each learning activity is guided by a set of specific, measurable learning objectives that state what the student will accomplish during the activity.

I. Osteopathic Principles & Practices

"Graduates must demonstrate knowledge of osteopathic principles and practice (OPP), and they must exhibit and apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment (OMT) in clinical settings."

a. Demonstrate and communicate knowledge of osteopathic principles and osteopathic manipulative therapy (OMT) including the scientific basis and physical findings of somatic dysfunction as well as the mechanism of action, indications, contraindications, and basic application of OMT.
b. Perform and document a complete and appropriately focused osteopathic structural examination in a respectful, logical, and organized manner.
c. Apply osteopathic principles and OMT consistently and appropriately into specific patient care plans.
d. Demonstrate the knowledge and skills necessary to integrate osteopathic principles and practice into all aspects of whole person healthcare.

II. Clinical Skills & Osteopathic Patient Care

"Graduates must demonstrate effective use of motor and cognitive skills in diagnosis, management and prevention of common health problems encountered in patient care within a variety of clinical settings and across the lifespan."

a. Elicit a comprehensive and appropriately focused history and generate a list of a patient's concerns in a respectful, rationale and organized manner.
b. Perform a complete and appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.
c. Perform basic clinical procedures essential for general osteopathic medical practice.
d. Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.
e. Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.
f. Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.

III. Medical Knowledge

"Graduates must demonstrate knowledge and application of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences in the context of patient-centered care."

a. Recognize and explain normal structure and function across the lifespan.
b. Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.
c. Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.
d. Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.

e. Interpret diagnostic studies and correlate abnormal findings to disease states.
f. Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.

IV. Professionalism

"Graduates must demonstrate through knowledge, behavior and attitudes, a commitment to the highest standards of competence, ethics, integrity, and accountability to patients, society and the osteopathic profession."

a. Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.
b. Apply ethical decision making in all aspects of professional practice.
c. Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.
d. Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.
e. Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.

V. Interpersonal and Communication Skills

"Graduates must demonstrate the knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with patients, their families and colleagues of the inter-professional health care team."

a. Document and record patient information in an accurate, organized, and confidential manner appropriate to the clinical situation and present relevant aspects of a patient's case in a logical, articulate fashion both orally and in writing.
b. Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.
c. Demonstrate effective and appropriate active listening, verbal, non-verbal, and written and electronic communication skills when dealing with patients, their families, faculty, staff, peers and colleagues of the inter-professional health care team.

VI. Practice-Based Learning and Improvement

"Graduates must demonstrate the ability to apply scientific theory and methodology and exhibit the critical thinking skills essential for integrating evidence-based principles and practice into patient care."

a. Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.
b. Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.
c. Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.
d. Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.
e. Integrate technology into the practice of medicine and the delivery of healthcare services.

VII. Systems-Based Practice

"Graduates must demonstrate awareness of and responsiveness to the larger context and systems of health care, and effectively identify system resources to advocate for and maximize the health of the individual and the community or population at large."

a. Demonstrate knowledge of health delivery systems that affect the practice of an osteopathic physician and how delivery systems influence the utilization of resources and access to health care.

b. Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.
c. Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.
d. Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.

Several important pedagogical modalities are used to bring basic science into a clinical context. These modalities include: clinical presentation "schemes," small group learning discussions, hands-on laboratories, demonstrations, and simulation activities.

Community Health Center (CHC) Learning Partnerships

A unique feature of SOMA's education program is its emphasis on contextual learning in community healthcare settings. Beginning in the second year (OMS II year), students are stationed at one of the Community Health Centers (CHCs) listed below. Each of these locations has dedicated classroom space for didactic instruction, OPP training, and clinical skills application and practice. These classrooms are equipped with internet connectivity and video conferencing capabilities so that academic interaction can occur with the Mesa campus faculty and with the other CHC sites. SOMA's CHC partnerships include:

- Adelante Healthcare: Mesa, Arizona
- Beaufort-Jasper-Hampton Comprehensive Health Services: Ridgeland, South Carolina
- El-Rio Community Health Center: Tucson, Arizona
- Family Healthcare Network: Visalia, California
- HealthPoint: Renton, Washington
- HealthSource: Mt. Oreb, Ohio
- Near North Health Service Corporation: Chicago, Illinois
- North Country Healthcare: Flagstaff, Arizona
- Northwest Regional Primary Care Association: Portland, Oregon
- Sunset Park Family Health Center: Brooklyn, New York
- Unity Health Care: Washington, DC
- Waianae Coast Comprehensive Health Center: Waianae, Hawaii

Admissions

Application process

SOMA uses the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). AACOMAS provides centralized services including data collection, analysis, and distribution of the online primary application to osteopathic medical schools the applicant designates. Please visit www.aacom.org or contact AACOMAS at 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231, phone: 301.968.4100.

Application Deadline

The deadline for submission of the AACOMAS application is March 1; however due to SOMA's rolling admissions process and early admission decisions, applicants are strongly encouraged to apply early.

Upon review of the AACOMAS application, SOMA will send qualified applicants a secondary (supplemental) application. A non-refundable application fee, at least one letter of recommendation (LOR) from a science faculty

member (or from the pre-medical committee), and at least one LOR from a physician (strong preference for a letter from a D.O.) must be submitted with the secondary application.

The deadline for submission of the secondary (supplemental) application is April 1. Due to SOMA's rolling admissions process and early admission decisions, applicants are strongly encouraged to apply early.

Admission Requirements

Applicants for admission to the first-year DO class must meet the following requirements prior to matriculation.

1. The applicant must have achieved a minimum 2.8 cumulative grade-point average (GPA) and a minimum 2.8 science GPA on a 4.0 scale.
2. Applicants must have completed a bachelor of arts or science from a U.S. regionally accredited college or university or equally accredited Canadian institution
3. Applicants must have successfully completed one full academic year (or equivalent) with a grade (or equivalent) of "C-" or better in each of the following courses prior to matriculation:
    1. English
    2. Biology/Zoology (with laboratory)
    3. Inorganic/General Chemistry (with laboratory)
    4. Physics (with laboratory)
    5. Organic Chemistry (with laboratory)

    Additionally, SOMA recommends the following elective courses:
    1. Anatomy
    2. Behavioral Science
    3. Biochemistry
    4. Genetics
    5. Immunology
    6. Microbiology
    7. Molecular Biology
    8. Multicultural Studies
    9. Physiology
    10. Public Health/Epidemiology

4. Applicants are required to submit scores from the Medical College Admission Test (MCAT) that have been taken within three years of application.
5. Matriculants are required to submit complete official transcripts from each school attended by the date of matriculation.
6. SOMA and many of its clinical affiliations require criminal background checks on matriculants and students to ensure the safety of patients and employees. The checks are conducted by a vendor selected by ATSU. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. A matriculant with a positive criminal background screen will be reviewed.
7. Applicants must be a U.S. citizen or permanent resident
8. Applicants must be fluent in the oral and written use of English
9. Applicants must have basic computer literacy.
    a. Matriculants will meet the minimum technology specifications found at: http://its.atsu.edu/knowledgebase/kcom-technology-requirements/

Doctor of Osteopathic Medicine and Master of Public Health Dual Degree

With ATSU's dual Doctor of Osteopathic Medicine and Master of Public Health program, students earn their Master of Public Health (MPH) through ATSU's College of Graduate Health Studies (ATSU-CGHS) while completing their DO degree at SOMA. Students trained in ATSU-SOMA's innovative community campus model will be well prepared for a medical career in public health venues. The MPH requires additional courses completed online via ATSU-CGHS. Applications to the MPH program are accepted toward the end of the students' first year at ATSU-SOMA.

After earning their DO and MPH degrees students will be able to do the following and more:

- Analyze issues of access, quality, and cost for populations, communities, and individuals
- Evaluate social determinants of health and health disparities at your community health center and beyond
- Hypothesize reasons for observed disparities
- Create interventions to address health disparities
- Design research studies to address health disparities
- Compare and contrast research methodologies
- Critically appraise public health and medical literature
- Define health literacy and apply its concepts to health promotion and disease prevention programs
- Apply knowledge and skills acquired from the curriculum and complete an academic paper suitable for publication
- Present research findings at national meetings
- Evaluate health promotion and disease prevention programs from a variety of perspectives

Students must meet the following criteria to apply for the DO/MPH dual degree:

- Must have attended the introductory presentation by the Program Director or have had a meeting with the Program Director to ensure they are informed of the rigor of a dual degree program.
- Must be in good academic standing
- Must have no course failures during the OMS I year
- Must not be identified as At Risk according to the SOMA catalog description

Once these criteria have been met, a letter of support must be obtained for the student from the SOMA Dean. The student may then apply online via the ATSU website. There is no admission fee for potential DO/MPH students.

Hometown Scholars Program

The National Association of Community Health Centers has a hometown scholar program that identifies potential applicants who match the mission and values of SOMA. Please visit www.atsu.edu/hometown-scholars for more details on the Hometown Scholars Program.

Transfer Student Admission

The curriculum model and structure of SOMA does not allow for transfer student admission.

Transfer Credit

The curriculum model and structure of SOMA does not allow for the awarding of course credit.

Advanced Standing Admission

The curriculum model and structure of SOMA does not allow for the awarding of advanced standing into the School.

International Student Admission

All SOMA applicants must be U.S. citizens or permanent residents.

Selection of Applicants

The SOMA Admissions Committee seeks individuals who will be a good match to SOMA's mission and are capable of meeting SOMA's academic and professionalism standards. Applicants are screened for academic achievement, clinical involvement, interpersonal skills, leadership qualities, service, perseverance, maturity, motivation, and knowledge of the osteopathic profession. Applicants who pass this screening will be invited for an interview. The interview day is designed to be a two-way process to help the SOMA Admissions Committee determine if the applicant is a good fit for SOMA while enabling the applicant to determine if SOMA is a good fit for the applicant. Attendance at an interview day is mandatory for admission.

Following the interview day, the Admissions Committee will review the applicant's entire packet and determine the disposition of the application. The Admissions Committee will accept (with or without contingencies), reject, or place candidates on an alternate list. Applicants are notified of the Committee's decision as soon as possible (usually within two weeks of the interview day).

An offer of acceptance is accompanied by assignment to a specific Community Health Center Contextual Learning Site (informally known as "community campus"). Successful applicants are granted a specified time period to notify the Office of Admissions of their intention to enroll. This letter of intent must be accompanied by payment of a non-refundable acceptance fee.

Admission after acceptance is subject to the satisfactory completion of all academic requirements. Admission to SOMA may be revoked for fraud, misrepresentation, or other violation of University standards.

Matriculation Requirements

The following are required prior to attendance on the first day of class at SOMA. Failure to comply with any of the listed requirements may lead to withdrawal of acceptance and will prevent a student from initially enrolling or remaining enrolled at SOMA.

1. Successful completion of a Bachelor of Arts or Science (B.A., B.S.) degree and all SOMA prerequisite courses from a U.S. regionally accredited college or university or equally accredited Canadian institution: This must be verified with submission of all final official transcripts to the ATSU Admission Office.
2. Attendance at all SOMA osteopathic medical student, year 1 (OMS I) orientation activities: These activities occur during the week prior to the first day of class.
3. Background Check: SOMA requires that entering students submit to and provide the results of background check prior to enrollment. Recognize that this is a minimum standard and that some clinical facilitates may have additional requirements that students must meet prior to beginning clerkships (clinical rotations) at those sites. These requirements may include (but not be limited to) additional background checks and drug screening.
4. Required Immunizations: SOMA requires all entering students to provide proof of their immunizations in order to enroll in courses. Please see the Academic Standards, Guidelines, and Requirements section for the specific immunization requirements.
5. Proof of Health Insurance: ATSU requires that all students maintain personal hospitalization/health insurance coverage. Proof of adequate coverage as defined by ATSU must be presented to the Registrar's Office. Coverage must be maintained throughout the duration of enrollment. Non-compliance at any time during a student's enrollment could result in suspension and/or dismissal. For coverage details, see the University Student Handbook.
6. Proof of Disability Insurance: All students enrolled in the residential programs at ATSU are required to carry disability insurance coverage. For Arizona, the University has contracted with Northwestern Mutual to provide group coverage. Students will be enrolled in the group policy with the option of opting-out provided

they can provide verification that they have a current, comparable disability policy.

Graduate school is an expensive investment and ATSU is dedicated to helping students protect their financial well-being. Disability insurance helps protect students from financial hardships if their education is disrupted. Students will be enrolled in the group policy during orientation and coverage will continue through graduation. Students who withdraw from ATSU will be un-enrolled from the policy on the date of withdrawal but can continue the coverage privately by contacting the provider. Graduates will have the option of continuing the disability insurance coverage after graduation on an individual basis. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

The fees for the disability insurance policy are part of the university student fee structure and financial aid budget and are charged to all residential students (see below for fee structure).

7. Basic Life Support (BLS) Certification: SOMA requires that all students obtain and maintain BLS certification throughout the entire duration of enrollment. Proof of certification must be on file by the end of OMS I orientation. It is the student's responsibility to renew certification prior to the expiration date. Proof of Advanced Cardiac Life Support (ACLS) certification must be obtained prior to reporting for clerkship duty in the OMS III year. These requirements may only be met using an online course if it is a certification renewal. First-time certification must be completed via a live course. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

Minimal Technical Standards for Admission and Matriculation

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

Technical standards are the non-academic skills and abilities necessary for the successful completion of the course of study in osteopathic medicine. A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

Every SOMA student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a doctor of osteopathic medicine degree must have the knowledge, skills, and attitudes to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Categories of Technical Standards

SOMA's minimal technical standards are as follows. The examples mentioned are not intended as a complete list of expectations, but only as samples demonstrating the associated standards.

1. Observation: Students must have sufficient vision to observe demonstrations, experiments and laboratory exercises. Students must have adequate visual capabilities for proper evaluation and treatment integration. They must be able to observe a patient accurately at a distance and up close.
2. Communication: Students should be able to hear, observe and speak to patients in order to elicit and acquire information, examine them, describe changes in mood, activity, and posture, and perceive their nonverbal

communication. Students must also be able to communicate effectively in English, in oral and written form, with staff, faculty members, patients, and all members of the health care team.

3. Motor: Motor skills include reasonable endurance, strength and precision. Students should have sufficient motor function to execute movements reasonably required for general care and emergency treatment. Such movements require coordination of both gross and fine muscular activity, equilibrium, and functional use of the senses of touch and vision.
4. Sensory: Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory, classroom and clinical experiences. Students who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities must be evaluated medically. These disabilities include individuals who were injured by significant burns, have sensory motor deficits, cicatrix formation, or have malformations of the upper extremities.
5. Strength and mobility: Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting and participating in the laboratory, classroom and clinical experiences.
6. Intellectual, conceptual, perceptual, integrative and quantitative: These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities.
7. Behavioral, emotional, and social: Students must possess the emotional health required for full utilization of their intellectual abilities; the exercise of good judgment; the prompt completion of assignments and other responsibilities, especially those attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships. Students must be able to tolerate physically, intellectually, and emotionally demanding challenges and workloads and be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in patient care. Compassion, maturity, honesty, ethics, concern for others, interpersonal skills, interest, and motivation are all required personal qualities. Students must be able to successfully endure the physical, intellectual, and emotional demands of the medical education curriculum and process as well as the medical profession.

Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Advising

Each SOMA student is assigned a primary Mesa faculty advisor, a secondary Mesa faculty advisor, and an RDME faculty advisor(s). All of the student's advisors are associated with their assigned CHC.

- The Mesa primary faculty advisor is the student's main support and contact during the OMS I year and continues to provide guidance for the duration of the student's tenure at SOMA.
- RDME faculty advisors serve the primary advising role in OMS II-IV years (and are additionally available for guidance as needed during the student's OMS I year).
- The secondary Mesa faculty advisor may provide additional student support and is selected based upon the student's CHC assignment.

The roles of a faculty advisor include:

- Assisting students with the policies and practices of ATSU-SOMA.
- Addressing questions or concerns regarding course requirements and expectations, performance criteria, academic standing, and professionalism.
- Providing feedback on student progress in course and/or clinical requirements, faculty expectations, graduate competencies and program goals.
- Providing support for student personal and professional growth. This support may include referrals to Student Affairs or external sources as needed.
- Discussing academic performance in an effort to optimize learner success
- Assisting students deemed to be at-risk by providing guidance and support

Students must meet with their faculty advisor at least once per semester in the first year (preferably mid-semester) to promote professional development and self-reflection. Advisees are required to complete a self-assessment prior to these once-per-semester mandatory advising meetings. Students must additionally meet with their faculty advisor following their first examination at SOMA to address their academic performance, receive support, and to promote the faculty advisor-advisee relationship. In the instance that a student is deemed to be performing below expectations, the student will be notified that they must meet with their faculty advisor to discuss their performance. Advisees will be notified by the Assessment Team of the time during which they are required to schedule their advisor/advisee meetings. Students are expected to contact their faculty advisor as soon as they are notified. Failure to do so may be considered a professionalism violation. It is the student's responsibility to contact their advisor when issues need to be discussed at other times.

A student may request a change of advisors. Requests to change advisors must be made through the Director of Osteopathic Medical Student Academic Performance. Should another advisor be available, the student may be reassigned to promote a more productive mentoring experience.

Auditing a Course

In general, the audit policy is designed for use by SOMA students who either need to review course content or are taking an extended course of study.

The conditions of an audit are as follows:

- Students are allowed to attend class and may participate in laboratory experiences only on a space available basis.
- Students are not allowed to take any of the course assessments offered in class.
- No tuition is charged for the audit(s).
- No record of the audit(s) appears on the transcript.

All audits are subject to the approval of the SOMA Dean or his or her designee.

Program or Course Cancellation

Should the institution cancel a program or course, each currently enrolled student will be permitted to complete such program or course before it is discontinued. No new students will be permitted to enroll in a program or course that the institution has cancelled.

Grading

Grading Guidelines

SOMA students are evaluated by a number of methodologies to insure they are meeting curricular goals and competencies. The following are examples of methods that may be used to provide either formative or summative evaluation of student performance.

- Examinations (either written or computer based), quizzes and assignments
- Observation of Head-To-Toe Physical Exam
- Observation of Problem-Specific Physical Exams
- Performance of Clinical Procedures
- Performance at Clinical Experiences
- Discussion with Preceptors at Clinical Sites
- Behavioral Performance Evaluation
- Comprehensive End-of-Year Examinations
- Faculty Advisory Reviews
- Evaluation of Medical Documentation
- Observation of Patient Presentations
- Objective Structured Clinical Examinations (OSCEs)
- Clinical Examination Exercise (Mini-Cex)

Final pre-clinical course and system grades are reported as Honors (HON 90% and above), Pass (PASS 70-89%), or Fail (FAIL <70%). In addition to earning a cumulative grade above 70%, individual courses may also specify further requirements in order to successfully pass. A failed class that is remediated is reported as a Remediated Pass (RPASS). GPA is calculated using the final actual percentage score a student achieved in a course or system, weighted in proportion to the units of the course or system. Class rank is determined by ordering the GPA's of the members of the class from highest to lowest. While GPA and class rank are not reported on the official transcript, SOMA can provide this information in an official letter at the student's request.

Grades for rotations and courses for students in OMS III & IV are reported on the transcript as Honors (HON), High Pass (HPass), Pass (Pass), Low Pass (LPass) or Fail (Fail). For OMS IV course Selective II- Academic Study Option, grades are reported as Pass/Fail only, and do not factor into a student's rank. A failed rotation that is successfully remediated is designated as a Remediated Pass (RPASS) on the transcript. The following criteria are used to determine OMS III & IV grades:

Non-core rotations:

For non-core rotations, scores are based on the Clinical Performance Evaluation (CPE). See individual course syllabi for additional requirements.

Grade is based on the CPE scale:

Grade	Value
Fail	< or equal to 2.0
Honors	>4.75
High Pass	4.0 - 4.75
Low Pass	2.1 - 2.9
Pass	3.0 - 3.9

Core rotations:

For core rotations, scores are based on the Clinical Performance Evaluation (40%), end-of-rotation exam (40%), and weekly assignments (20%). See individual course syllabi for additional requirements.

Each component of the core rotation grade has its own scale:

Grade	CPE (40%)	Exam (40%) "mean" refers to national mean		Weekly Assignment (20%)
		COMAT	CCU/ER/Cardio exams	
Honors	>4.75	>1.0 SD above mean: 110+	95+	>4.75
High Pass	4.0 - 4.75	0.1-0.99 SD above mean: 101-109	90-94	4.0 - 4.75
Pass	3.0 - 3.9	Mean to 0.99 SD below mean: 91-100	80-89	3.0 - 3.9
Low Pass	2.1 - 2.9	1.0 to 1.5 SD below mean: 90-85	75-79	2.1 - 2.9
Fail	≤ 2.0	More than 1.5 SD below mean: 84 or lower	<75	≤ 2.0

*Failure of the CPE will result in failure of the course and a repeat of the clinical rotation.

The three components (CPE, end-of-rotation exam scores, weekly assignments) are combined to determine the final grade based on the following scale:

Grade	Value
Fail	< or equal to 2.0
Honors	>4.75
High Pass	4.0 - 4.75
Low Pass	2.1 - 2.9
Pass	3.0 - 3.9

Should a student fail a post-rotation examination, a limit of two (2) retakes (for a total of three attempts) will be allowed. Any retake requires approval by the Director of Clinical Education, Assessment, and Outcomes. A failure of the rotation will occur if the student does not successfully pass on the third attempt.

For Family Medicine and Internal Medicine, the COMAT is taken at the end of the second rotation. Due to these courses being a total of 8 weeks each (two four-week experiences for Family Medicine and two four-week experiences for Internal Medicine), the COMAT is factored into both rotation grades (Family Medicine I and II for the Family Medicine COMAT, and Internal Medicine I and II for the Internal Medicine COMAT), even if the rotations are taken in different semesters.

Scores for Osteopathic Principles and Practice (OPP) in the OMS III year- first semester & OMS IV year are converted to a pass designation using the following criteria:

Grade	Value
Honors	95-100
High Pass	90-94
Pass	75-89
Low Pass	70-74
Fail	<69

Scores for OPP in the OMS III year- second semester are converted to a pass designation using the following chart:

Fail	Low Pass	Pass	High Pass	Honors	OPP Score↓ COMAT→
I	High Pass	High Pass	Honors	Honors	**95-100**
I	Pass	Pass	High Pass	Honors	**90-94**
I	Low Pass	Low Pass	Pass	High Pass	**75-89**
I	Low Pass	Low Pass	Low Pass	Pass	**70-74**
Fail	Fail	Fail	Fail	Fail	**69 or below**

If the COMAT-OPP is failed on the first attempt, the student receives an INCOMPLETE, and the COMAT-OPP must be retaken to remove the INCOMPLETE. The maximum course grade would then be a Pass.

A grade of I (incomplete) indicates that course requirements have not been completed. A grade of IP (in progress) indicates the course spans more than one semester. Grades of I or IP are not replaced on the official transcript until all course requirements are met. Failure to complete course requirements may result in grades of I or IP being replaced with a failing grade.

Grading Grievance Policy and Process

A student who disagrees with an individual assessment grade or course grade should report his or her concern to the course director in writing. If a resolution cannot be reached with the course director, the student can submit his or her concern in writing to the Assistant Dean of Curriculum Integration (if the grade pertains to OMS I or OMS II curricula) or the Associate or Associate Dean for Clinical Education and Services (if the grade pertains to OMS III or OMS IV curricula) for consideration. The decision of the Associate or Assistant Dean is final. Any student who questions a grade on a Clinical Performance Evaluation (CPE) by initiating a discussion with a preceptor about the CPE will be considered to have violated standards of professionalism. Students may discuss their learning, conduct, and experiences with the preceptor, but may not question a grade that has been assigned in an assessment.

Student Performance Committee

Responsibilities and Membership

SOMA's Student Performance Committee (SPC) is a standing committee that evaluates the academic and professional performance and development of all SOMA students and, when appropriate, forwards recommendations to the Dean as described below. The SPC ensures that all students meet the standards to advance through each year of the SOMA curriculum and that each student has completed all graduation requirements. The voting members of the SPC include clinical and basic medical science faculty appointed by the Dean. The Chair of the SPC is appointed annually by the Dean.

Referrals

An individual with a concern about a student's academic or professional performance will refer the issue to the appropriate Assistant or Associate Dean(s), who then may refer the matter to the SPC. Examples include, but are not limited to the following:

- Failure of a course, rotation, COMLEX exam, or other required activity
- Overall poor performance in the academic program
- Violation of professionalism standards
- Inability to meet SOMA technical standards
- Failure to abide by SOMA Catalog policies and procedures

Attendance and Notification

The student may be required to attend the SPC meeting (either in person or by videoconference) when the student's academic status is presented for discussion. Each student is reviewed individually by the SPC, taking into account the student's overall performance. The student will be notified of the requirement to attend at least two business days (Monday-Friday, excluding holidays) before the meeting. The student's required dress code for meetings with the SPC is business attire.

Sanctions

The following sanctions may be imposed by the SPC:

1. Consultation – Consultations may include but are not limited to the following:
    a. Mandated meetings with the Learning Advisors in Student Affairs;
    b. Mandated meetings with the student's academic advisor or RDME;
    c. Mandated counseling sessions with the University's Mental Health Wellness Counselor or a mental health counselor of the student's choice (at the student's expense);
    d. Educational psychology testing to evaluate the student's cognitive ability to progress in medical school;
    e. Evaluation by a physician, clinical psychologist or psychiatrist to determine the student's ability to meet the technical standards of the program;
    f. Evaluation and/or treatment by a physician for addictive behaviors.
2. Academic Warning
    a. Academic Warning is issued to a student who fails to meet SOMA's academic or professionalism standards. This may include a course failure, rotation failure, or first failure of COMLEX Level 1, COMLEX Level 2 CE, or COMLEX Level 2 PE.
    b. The purpose of the Academic Warning is to alert the student, faculty, and administration that the student has experienced difficulty, and that special consideration may be given for consultation, referral, counseling, academic assistance, or other activities to help the student resolve academic or professionalism deficiencies.
    c. Students holding an officer position may be asked to resign at the discretion of the SPC.
    d. Once the deficiencies have been remediated by the student, the warning shall be removed by written notification from the chair of the SPC.
    e. The successful remediation of an academic course will be identified by a notation (70R) on the student's transcript.
3. Academic Probation
    a. Academic Probation may be imposed on any student who has violated SOMA's professionalism standards or who has multiple course, rotation, COMLEX Level 1, COMLEX Level 2 CE, or COMLEX Level 2 PE failures.

b. The purpose of probation is to alert the student, faculty, and administration to the fact that the student has experienced academic difficulty.
c. This is a status change that will be documented in the student's official record.
d. Students holding an officer position will be required to resign but may still participate in club activities.
e. Students on probation may not be excused from curricular activities for professional development, or attend conferences or events sponsored by the school, without explicit permission from the assistant or associate dean. These measures are employed to assist the student in concentrating on improvement in his or her academic progress.
f. Once the deficiencies have been remediated by the student, the probation shall be removed by written notification from chair of the SPC.
g. The successful remediation of an academic course will be identified by a notation (70R) on the student's transcript.

The Student Progress Committee can recommend the following sanctions to the Dean for review and consideration:

1. Suspension – Suspension is defined by ATSU as a temporary and immediate separation from the institution. The SPC and Dean will determine if the student will be eligible for reinstatement, the terms of the reinstatement, or if the student is to be dismissed from SOMA. Students may be dismissed for various causes including but not limited to:
    a. Posing an immediate threat to the university community and/or to themselves
    b. Engaging in illegal activities
    c. Failure to comply with sanctions imposed by the school or the university
2. Dismissal – Dismissal is a permanent separation from the institution. Students may be dismissed for various causes including but not limited to:
    a. Poor academic performance including multiple failures
    b. Professionalism violations

Following a Student Performance Committee meeting, the student will be notified of the outcome by the SPC Chair in writing within seven business days. Decisions by the SPC may be appealed to the Dean in writing, within seven business days of notification by the SPC Chair. See the appeal process below.

In the event of a SPC recommendation for dismissal, suspension, or extension of the academic program affecting the student's graduation, the final decision and notification to the student will come directly from the Dean of SOMA.

Right of Appeal

A notification to the student by the SPC regarding the decision concerning the student's status may be appealed, in writing, to the Dean of SOMA. A student's appeal must be received no later than seven business days (Monday-Friday, excluding holidays) following receipt of the SPC letter. The appeal must include a statement of the reason(s) the action is unwarranted. The written appeal must be dated and signed by the student. Upon receiving the written appeal, the Dean may choose to meet with the student. The Dean will notify the student in writing of their decision concerning the appeal no later than seven business days following receipt of the student's appeal. The decision of the Dean regarding the appeal is final.

A decision by the Dean for dismissal, suspension, or extension of the academic program affecting the student's graduation date may be appealed, in writing, to the Senior Vice President, Academic Affairs (SVPAA) on the basis of one or more of the following criteria:

- New and significant material is brought to light that the SPC and the Dean did not review.
- There was a process error.

- Demonstrated bias affected the decision.

A student's appeal must be received no later than seven business days following receipt of notification of the Dean's decision. The appeal must include a statement of the reason(s) the action is unwarranted and which of the three elements above was present. The written appeal must be dated and signed by the student. The SVPAA may meet in person with the student, if indicated. The SVPAA will notify the student in writing of their decision concerning the appeal no later than seven business days following receipt of the student's appeal. The decision of the SVPAA is final.

Remediation Policy

Remediation examinations for course failures in OMS I and OMS II begin two weeks following the conclusion of the final course in the academic year (excluding the Integrative II course in OMS II) and must be successfully completed before a student can be advanced to the next stage of the curriculum. This minimum two-week period allows for students to focus their attention on remediation examination preparation.

For students needing to remediate course failures in the year 1 curriculum, an individualized remediation examination schedule will be developed by the Assistant Dean of Curriculum Integration. Remediation examinations may occur at the main Arizona campus or at the student's community campus location with the approval of the Assistant Dean of Curriculum Integration.

For students needing to remediate course failures in the year 2 curriculum, an individualized remediation examination schedule will be developed by the Assistant Dean of Curriculum Integration, in consultation with the Associate Dean for Clinical Education and Services (or designee) and the appropriate Regional Director of Medical Education (RDME). It may be necessary to delay the start of 3rd year clinical rotations and/or sitting for COMLEX Level 1 in order to successfully complete the remediation process. Remediation examinations will occur at the student's community campus location.

For students wishing to take a remediation examination at one week following the conclusion of the final course in the academic year, a petition can be submitted to the Assistant Dean of Curriculum Integration outlining the reason(s) for the request. If permission is granted to take an earlier remediation examination, the student will be required to sign a waiver acknowledging the potential risk of remediation failure with less preparation time than being advised.

All OMS I and II remediation examinations must be proctored by an ATSU-SOMA employee or designee as approved by the Assistant Dean of Curriculum Integration. A student who fails a course remediation examination will be referred to the Student Performance Committee and is subject to dismissal.

Failed clinical rotations (OMS III and IV) must be repeated and successfully completed. The course and preceptor must be approved by the Associate Dean for Clinical Education and Services.

COMLEX Policies

Passing Level 1 and Level 2 of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) from the National Board of Osteopathic Medical Examiners (NBOME) is a graduation requirement. These examinations are:

- COMLEX Level 1 (COMLEX 1)
- COMLEX Level 2 CE (COMLEX 2CE)
- COMLEX Level 2PE (COMLEX 2PE)

Students are required to take COMLEX during specific time-frames listed in the sections below. If a student is eligible to take COMLEX, and does not take it according to the scheduling requirements listed in this section (unless prior permission to deviate from the required schedule is granted by the Associate or Assistant Dean), it is a professionalism violation and the student will be removed from clinical rotations until a passing score on COMLEX is received. The student will be referred to the Student Performance Committee at the discretion of the Associate or Assistant Dean.

COMLEX Level 1

Students must take COMLEX 1 prior to the start of the OMS III rotations cycle for the class as published in the SOMA Schedule. Exceptions must be approved in advance by SOMA's Assistant Dean of Curriculum Integration. The examination may be taken at any NBOME-approved testing center.

A student is eligible to take COMLEX 1 if he or she has:

- Passed all OMS I and OMS II courses
- Achieved a minimum score of 450 on the Phase 1 Comprehensive Osteopathic Medical Self-Assessment Exam Version D (COMSAE-D) or E (COMSAE-E).*
    - If a student does not receive a minimum score of 450 on the Phase 1 COMSAE-D or COMSAE-E, he or she must submit the results of an alternative timed COMSAE (Form A, B, or C) to SOMA's Associate Dean for Pre-Clinical Education demonstrating a score of 450 or higher at least five business days prior to his or her scheduled COMLEX Level 1 examination date.
    - However, if a student has not achieved a COMSAE score of at least 450 within five business day of his or her examination date, he or she must meet with the Associate Dean for Pre-Clinical Education or his or her designee to assist the student in creating an individualized preparation plan with benchmarks the student will be required to reach before being authorized to take COMLEX Level 1. It may be necessary to postpone the start of clinical rotations.
- Under certain circumstances, such as in cases of overall poor academic performance, the Associate Dean for Pre-Clinical Education may require the student to delay taking the COMLEX until readiness to take the exam is determined.

*The Phase 1 COMSAE-D is administered to OMS II students during the Integrative I course, and the COMSAE-E is administered during the Integrative II course.

COMLEX Level 1 First Failure:

Failure of COMLEX Level 1 may significantly impact a student's clinical rotation schedule and progression through the curriculum.

A student who fails the first attempt of COMLEX Level 1 is required to inform the Associate Dean for Clinical Education and Services, his or her RDME(s), and his or her clinical education coordinator (CEC). The student will be placed on academic warning.

The Associate Dean and/or faculty designee will work with the student to create an individualized remediation plan which may include time off clinical rotations, Directed Studies, a formal board preparation course, and documentation of an additional COMSAE score greater than 450. The Student Performance Committee will be notified of the failure, and the student will be placed on Academic Warning. Based on the student's numeric COMLEX score and past academic record, he or she may be required to appear before the Student Performance Committee.

Unless instructed otherwise by the Associate Dean, the student must re-take COMLEX Level 1 within eight weeks of notification of failure.

COMLEX Level 1 Second Failure:

A student who fails the second attempt of COMLEX Level 1 is required to inform the Associate Dean for Clinical Education and Services, his or her RDMEs, and his or her CEC.

The student will be removed from clinical rotations at the conclusion of his or her current rotation, and placed on directed studies until a passing score is received. The student will be placed on academic probation.

The student is required to meet with the Student Performance Committee. The student will be placed on academic probation. At the meeting, the student is to present evidence (such as a formal study plan) to support why he or she should be allowed a third attempt of COMLEX Level 1. If permission for a third (final) attempt is granted, the student will remain on directed studies pending a passing score.

The Associate Dean and/or faculty designee will work with the student to create an individualized remediation plan (as listed above). A formal board preparation course will be required.

Unless instructed otherwise by the Associate Dean, the student is required to make the third (final) attempt of the COMLEX Level 1 within 16 weeks of notification of the failure.

COMLEX Level 1 Third Failure:

A student who fails COMLEX Level 1 three times will meet with the Student Performance Committee and is subject to dismissal from SOMA.

COMLEX Level 2 CE

Students who are on-track with their OMS IV class are required to take COMLEX Level 2CE by September 1 of the OMS IV year. Exceptions to this deadline must be authorized in advance by the Associate Dean for Clinical Education and Services. The examination may be taken at any NBOME-approved testing center.

A student is eligible to take COMLEX Level 2 CE if he or she has:

- Successfully completed all OMS III Core curricular requirements including the Osteopathic Principles and Practice (OPP) course. The requirements for each course are listed in the course syllabus and may include, but are not limited to completion of all patient logs, cases, quizzes, and passage of all post-rotation OMS III NBOME COMAT examinations, including the OPP NBOME COMAT examination.
- Submitted evidence of a minimum score of 450 on the Phase 2 timed Comprehensive Osteopathic Medical Self-Assessment Exam (COMSAE) to the Associate Dean for Clinical Education and Services at least five business days prior to taking the COMLEX Level 2CE.
    - If a student has not achieved a Phase 2 timed COMSAE score of at least 450 within five business dates of their examination date, the student must meet with the Associate Dean for Clinical Education and Services or their designee to assist the student in creating an individualized preparation plan with benchmarks the student will be required to reach before being authorized to take COMLEX 2CE. During this time, the student may be taken off clinical rotations and placed on Directed Studies to prepare for the examination.

If a student is off-track with their OMS IV class for any reason, the student is required to take the COMLEX 2CE within 60 days following successful completion of all OMS III curricular requirements (see above section for OMS III curricular and COMSAE requirements). Exceptions to this deadline must be authorized in advance by the Associate Dean for Clinical Education and Services.

Students are given a 24-hour excused absence from rotations to take COMLEX Level 2CE if a request is submitted to the Clinical Education Department at least 10 business days in advance of the examination.

COMLEX Level 2CE First Failure:

Failure of COMLEX Level 2CE may significantly impact a student's clinical rotation schedule, progression through the curriculum, ability to match into residency, graduation, and eligibility to start residency. A student who fails the first attempt of COMLEX Level 2CE is required to inform the Associate Dean for Clinical Education and Services and his or her RDMEs and CEC.

The Associate Dean and/or faculty designee will work with the student to create an individualized remediation plan which may include time off clinical rotations, directed studies, and a formal board preparation course. The Student Performance Committee will be notified of the failure, and the student will be placed on academic warning. Based on the student's numeric COMLEX Level 2CE score and past academic record, he or she may be required to appear before the Student Performance Committee.

Unless instructed otherwise by the Associate Dean for Clinical Education, the student must re-take COMLEX Level 2CE within eight weeks of notification of failure.

COMLEX Level 2CE Second Failure:

A student who fails the second attempt of COMLEX Level 2CE is required to inform the Associate Dean for Clinical Education and Services and his or her RDMEs and CEC. The student will be removed from clinical rotations at the conclusion of his or her current rotation, and placed on directed studies until a passing score is received.

The student is required to meet with the Student Performance Committee. The student will be placed on academic probation. At the meeting, the student is to present evidence (such as a formal study plan) to support why he or she should be allowed a third attempt of COMLEX Level 2CE. If permission for a third (final) attempt is granted, the student will remain on directed studies pending a passing score.

The Associate Dean and/or faculty designee will work with the student to create an individualized remediation plan (as listed above). A formal board preparation course will be required.

Unless instructed otherwise by the Associate Dean, the student is required to make the third (final) attempt of the COMLEX Level 2CE within 16 weeks of notification of the failure.

COMLEX Level 2CE Third Failure:

A student who fails COMLEX Level 2CE three times will meet with the Student Performance Committee and is subject to dismissal from SOMA.

COMLEX Level 2PE

Students who are on-track with their OMS IV class are required to take COMLEX Level 2PE by November 1 of the OMS IV year. Exceptions to this deadline must be authorized in advance by the Associate Dean for Clinical Education and Services. The examination must be taken at an NBOME-approved PE testing center.

A student is eligible to take COMLEX Level 2 PE if he/she has:

- Successfully completed all OMS III curricular requirements including the Osteopathic Principles and Practice (OPP) course. The requirements for each course are listed in the course syllabus and may include, but are not limited to: completion of all patient logs, cases, quizzes, and passage of all post-rotation OMS III NBOME COMAT examinations, including the OPP NBOME COMAT examination.

If a student is off-track with his or her OMS IV class for any reason, he/she is required to take the COMLEX Level 2PE within 120 days following successful completion of all OMS III curricular requirements (see above section for OMS III curricular requirements). Exceptions to this deadline must be authorized in advance by the Associate Dean for Clinical Education and Services.

Students are given a 72-hour excused absence from rotations to take COMLEX 2PE if a request is submitted to the Clinical Education Department at least 10 business days in advance of the examination.

COMLEX Level 2PE First Failure:

Failure of COMLEX Level 2PE may significantly impact a student's clinical rotation schedule, progression through the curriculum, ability to match into residency, graduation, and eligibility to start residency.

A student who fails the first attempt of COMLEX Level 2PE is required to inform the Associate Dean for Clinical Education and Services and his or her RDMEs and CEC.

The Associate Dean and/or faculty designee will work with the student to create an individualized remediation plan which may include time off clinical rotations, assigned clinical rotations, and/or directed studies. The student will be required to participate in a formal, individualized remediation plan including practice sessions under the direction of the Standardized Patient Program.

The Student Performance Committee will be notified of the failure. The student will be placed on academic warning. Based on the student's past academic record, he or she may be required to appear before the Student Performance Committee.

Unless instructed otherwise by the Associate Dean for Clinical Education, the student must re-take COMLEX Level 2PE within eight weeks of notification of failure.

COMLEX Level 2PE Second Failure:

A student who fails the second attempt of COMLEX Level 2PE is required to inform the Associate Dean for Clinical Education and Services and his or her RDMEs and CEC.

The student will be removed from clinical rotations at the conclusion of his or her current rotation, and placed on directed studies until a passing score is received.

The student is required to meet with the Student Performance Committee. The student will be placed on academic probation. At the meeting, the student is to present evidence (such as a formal study plan) to support why he or she should be allowed a third attempt of COMLEX Level 2PE.

The Associate Dean and/or faculty designee will work with the student to create an individualized remediation plan (as listed above). A formal board preparation course will be required.

Unless instructed otherwise by the Associate Dean, the student is required to make the third (final) attempt of the COMLEX Level 2PE within 16 weeks of notification of the failure.

COMLEX Level 2PE Third Attempt Failure:

A student who fails COMLEX Level 2PE three times will meet with the Student Performance Committee and is subject to dismissal from SOMA.

COMLEX Level 3:

Following graduation, the ATSU Registrar's Office approves each graduate to take COMLEX Level 3 through the NBOME website. Generally, graduates take this examination at the completion of the first year of post-graduate training. However, requirements for taking this examination vary from state to state. Graduates should contact the osteopathic medical licensing board in the state where they will have post-graduate training for further information.

Class Rank

Class ranks are calculated at the end of each academic year and may be requested through SOMA's Dean's Office. GPA is calculated using the final actual percentage score a student achieved in a course or system, weighted in proportion to the units of the course or system. Class rank is determined by ordering the GPA's of the members of the class from highest to lowest.

Graduation Requirements

In order to graduate from ATSU-SOMA, a student must:

- Have been a student in an accredited osteopathic medical school or equivalent for at least four academic years.
- Have been enrolled in SOMA for at least his or her final two academic years.
- Successfully complete all academic, administrative, and professional requirements for promotion.
- Take and pass the National Board of Osteopathic Medical Examiners, Inc. (NBOME) Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1, the COMLEX Level 2 Cognitive Evaluation (CE), and the COMLEX Level 2 Performance Exam (PE).
- Have been approved by the faculty to receive his or her diploma.
- Have discharged all financial obligations to ATSU-SOMA.
- Attend the commencement program at which time the degree is conferred.

Completion of Degree

A student is expected to complete all DO degree requirements within SOMA's usual four-year plan of study. However, a student may have his or her plan of study altered beyond the usual four-year timeframe due to academic or personal issues. Regardless of the circumstances, all DO degree requirements must be completed within seven years of the original date of matriculation. Failure to complete all DO degree requirements within the specified time period will result in an administrative withdrawal from SOMA.

Academic Standards, Guidelines, and Requirements

Attendance

Please see the ATSU Policies section of the catalog for the University policy on student absences.

At SOMA, attendance is mandatory for all scheduled sessions. In the case of excused absences, make-up classes, lab assignments and/or examinations are provided solely at the discretion of the course director responsible for that activity and are not automatic.

Absence Policy

OMS I and OMS II students

SOMA's faculty members recognize that occasionally a student must miss a curricular activity due to a required or unavoidable circumstance. If this occurs, the student must follow the following procedure:

Planned absences (known in advance of the curricular activity):

Requests for planned absences must be submitted as early as possible, but no less than two weeks in advance of the absence. Requests submitted less than two weeks in advance will not be considered. Examples: scheduled religious observances, conferences (invited presenters or officer requirements only), surgeries, or procedures that cannot be done during academic breaks, etc.

- Email SOMAabsences@atsu.edu with your Excused Absence Request Form properly filled out and supporting documentation. The Excused Absence Request Form may be found within the Blackboard classes for OMS I-II and within E*Value for OMS III-IV. Documentation is required for the request to be considered (examples below).
- If the absence is excused, the Assistant Dean of Curriculum Integration or designee will notify the student and the appropriate course directors that an excused absence has been granted.
- If the absence is not excused, the student will also be notified and will be responsible for attending the activity or receiving a penalty (as published in the course syllabi) for an unexcused absence.

Unplanned absences (known just prior to the curricular activity):

Examples include acute personal illness, acute illness or death of a family member, traffic accident, etc.

- Email SOMAabsences@atsu.edu with your Excused Absence Request Form properly filled out and supporting documentation. The Excused Absence Request Form may be found within the Blackboard classes for OMS I-II and within E*Value for OMS III-IV. Documentation is required for the request to be considered (examples below).
- If the absence is excused, the Assistant Dean of Curriculum Integration or designee will notify the student and the appropriate course directors that an excused absence has been granted.
- If the absence is not excused, the student will also be notified and will be responsible for attending the activity or receiving a penalty (as published in the course syllabi) for an unexcused absence.

For all absences, documentation must be provided for the absence to be excused and eligible for make-up. The nature of the documentation will be determined by the reason for the absence. Typical examples include:

- Personal illness or medical procedure: Physician's note stating the date(s) the student is required to be out of class AND the date the student is allowed to return to class.
- Family member's illness or medical procedure: Official document regarding the medical issue (ex. letter from physician, hospital record, etc.) PLUS a signed statement from the student explaining the necessity for student to be present with the family member during class time.
- Death of a family member: Published announcement of the death (newspaper clipping or printout from a webpage, etc.) PLUS an original program from the funeral service.
- Religious holidays: A program, bulletin, or other printed item from the religious observance held on the day of absence or a letter from the leader of the congregation or organization in which the student is a member verifying the necessity of the student's participation in the activity.

Make-up for excused absences:

If the Assistant Dean of Curriculum Integration determines that the absence is excused, the appropriate course directors will be notified that the student is authorized for make-up. A make-up is offered for all major examinations and must be scheduled within 72 business hours of the original examination. After receiving approval for an excused absence, a student should contact the Assistant Dean of Curriculum Integration to schedule the make-up examination. Students unable to make-up an examination within 72 business hours of the original examination must take an incomplete in the course and fulfill course requirements at the end of the academic year.

Some courses or activities have built-in leeway for missing class or a quiz (e.g. the lowest quiz grade is dropped) and no make-up is offered, even if the absence is excused. Due to expenses incurred in providing a make-up, some courses or activities must charge a fee to students in order to be able to provide the make-up, even if it is excused. Finally, sometimes a make-up is not possible due to the nature of the activity even if the student was granted an excused absence.

Additional requirements for community campus based OMS II students

1. Remember to report each day that you are absent to the RDME at your community campus and electronically copy your RDME when sending excused absence requests to SOMAabsences@atsu.edu.
2. If an OMS II wishes to participate in any academic activity at a community campus other than his or her assigned site, an excused absence request must be submitted to SOMAabsences@atsu.edu no later than two weeks in advance of the planned absence from the assigned site. An OMS II is not permitted to participate in academic activities at another community campus unless approved by the Associate Dean for Pre-clinical

Education. Failure to comply with this requirement may result in disciplinary action and/or referral to the Student Performance Committee.

Community campus based OMS III and OMS IV students

For an absence in OMS III or OMS IV, the student must complete the Absence Request Form located on the E*Value homepage in advance of the absence, or as soon as the absence is known. The student then sends that completed form along with any accompanying documentation to their RDME for review. Once the RDME has reviewed and signed the Absence Request Form, the RDME or AA will forward the Absence Request Form and the accompanying documentation to the campus Clinical Education Coordinator.

The Clinical Education Department will notify the student if their absence has been approved. These students should also follow any additional procedures delineated by their RDME or preceptor. For every 4-week rotation, the maximum number of allowable excused days of absence is 3. Any absence beyond 3 requires that the student repeat the rotation. For every two-week rotation, the maximum number of allowable excused days of absence is 2. Any absence beyond 2 requires that the student repeat the rotation. This final decision is at the discretion of the Associate Dean for Clinical Education and Services (or designee).

Flex-Time

Flex-time is defined as the time during the OMS III and IV years when a student is not on clerkships (clinical rotations). Often, flex-time is used to fill in the gap between the end date of one rotation and the start date of the next rotation. Flex-time can also be used for a variety of other purposes including vacation, non-credit academic study, residency interviews, etc. Flex time may NOT be used to take additional clinical rotations. Depending on the academic calendar in a given year, students generally have 12 weeks of flex-time during the two clerkship years. Flex-time must be taken in increments of one-week blocks (no partial weeks) and can include multiple consecutive weeks.

Students wishing to schedule flex-time must discuss this with their RDME and if approved, submit a request to the Clinical Education Department (CED). If approved by the CED, the flex-time will be entered into the student's schedule by the Clinical Education Coordinator (CEC).

HIPAA and OSHA Training

All SOMA students must complete Health Information Portability & Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) training annually.

Immunizations

SOMA requires all entering students to provide proof of their immunizations in order to enroll in courses. This is necessary for the student's protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection throughout the entire duration of enrollment. Non-compliance at any time during a student's enrollment could result in suspension and/or dismissal. Documents related to immunizations and screenings will be maintained and monitored by SOMA administration. All testing is at the expense of the student.

1. Diphtheria/Tetanus/Pertussis: Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis or booster dose within ten (10) years prior to the beginning of the academic year. A single dose of Tdap (Tetanus, Diphtheria, acellular Pertussis) between ages 19 and 64 is required if the student has not previously received Tdap, or to replace one decennial Td booster.
2. Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.

3. Measles, Mumps, and Rubella: Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended.
4. Hepatitis B: Students are required to initiate a series of Hepatitis B vaccine prior to matriculation. Students must complete the series according to the prescribed timeline (completed within 6 months of matriculation).
5. Tuberculosis Skin Test: Students must have had a tuberculosis skin test (PPD) or a Quantiferon blood test within the year prior to matriculation. In those individuals who have had a positive PPD test in the past, PPD testing is not advisable. The Quantiferon test, a negative CXR, or a record of INH treatment may provide evidence of absence of TB disease. In individuals who have had BCG vaccination, PPD testing or the Quantiferon should be performed as noted above. TB status must be updated annually.
6. Varicella immunization, serum titer, or physician documentation of date of contraction.

Recommended Immunizations (some clinical training sites may require some of all of these):

- Influenza
- Hepatitis A
- Meningococcal
- Pneumococcal

Titers:

Some clinical training sites require that students show proof of immunity (example: measles) before being allowed to train at the site. Therefore, it is recommended that students have this testing done in advance of their clinical training portion of the curriculum.

Immunization Exemptions:

Under certain religious or health circumstances, a request for exemption from preventive health requirements may be provisionally granted. However, SOMA cannot guarantee placement at a community campus or in clinical clerkships (rotations) when this exemption is granted. Consequently, students receiving an exemption from preventive health requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS)

SOMA requires that all students obtain and maintain BLS certification throughout the entire duration of enrollment. Proof of certification must be on file by the end of OMS I orientation. It is the student's responsibility to renew certification prior to the expiration date. Proof of ACLS certification must be obtained prior to reporting for clerkship duty in the OMS III year. These requirements may only be met using an online course if it is a certification renewal. First-time certification must be completed via a live course. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

Class Schedules

SOMA classes are generally scheduled between the hours of 8 a.m. and 5 p.m. Monday thru Friday. Please check individual course syllabi and class schedules for specific class times. When class times must be changed due to circumstances beyond the control of SOMA, every effort will be made to provide as much advanced notification as possible. Official ATSU holidays are published in the Academic Calendar; students are advised to check this calendar prior to making travel plans for holidays and time away from campus. Occasionally, it is necessary to schedule class activities on evenings or weekend days. Every attempt will be made to provide as much advanced notice as possible for these activities.

Occasionally classes may end early or run late or other circumstances may occur that will cause some lapse in the published schedule. Students are advised to maintain access to study materials during these periods so that time may be utilized productively. Please be advised that faculty are directed to begin and end classes on the published SOMA schedule.

Examinations

Examination content is derived from course goals and objectives. Rescheduling an examination or other assessment can be accommodated if a student receives an excused absence. If you cannot attend an examination or assessment, you are required to follow the Excused Absence Policy in the SOMA Catalog. SOMA reserves the right to assess students for the cost of reproducing examinations or assessments (i.e., pelvic exams) where the reproduction of said exam or assessment would be excessive (i.e., require special scheduling of standardized patients).

Students will be assigned seating for exams by a faculty member. All personal items (books, notebooks, food, etc.) must be placed at the front of the classroom or put away at the direction of the proctor. In examinations where the proctor will give permission for students to be excused, students who need to be excused from the exam may do so one at a time. The student's exam (or computer) must remain with the proctor until the student returns. Any student who arrives late for an examination will not be given extra time to complete the test.

SOMA students are expected to exhibit the highest degree of intellectual honesty in the writing of examinations and completion of assignments given by SOMA. Behaviors that are not consistent with this standard include (but are not limited to) having or seeking access to exam materials before the exam, impersonating an examinee or engaging someone else to take the exam by proxy, copying answers from someone else or allowing one's answers to be copied, altering or misrepresenting scores, stealing exam materials, possessing unauthorized items during an exam (e.g. recording or photographic devices, phones, reference material, etc.).

The content of SOMA examinations and assignments is proprietary and strictly confidential. Unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination question, in whole or in part, by written, electronic, oral or other form of communication (including but not limited to e-mailing, copying or printing of electronic files and reconstruction through memorization and/or dictation) before, during, or after an examination, is strictly prohibited. Such behaviors are subject to disciplinary actions by the SOMA Student Performance Committee.

All assignments and projects submitted for any course are the property of SOMA and may not be available for return to the student. Students should maintain a copy of all work assignments submitted.

All work on exams, exercises and assignments are to be completed individually unless direction is given by the faculty member that said assignment may be completed as a group project or with the assistance of others.

Professionalism

Areas such as dress code and etiquette are all reviewed and SOMA considers breaches of professional conduct as academic deficiencies. For a full list of the expectations at SOMA, please visit the University Student Handbook.

Community Campuses

Assignment to Community Campus Location

Assignment to a community campus involves the consideration of various factors including the student's expressed desire concerning location. Campus assignments are ultimately under the purview of the School and SOMA reserves the right to make all campus and clinical assignments. Unauthorized trading or attempts to influence campus placements by bartering, coercion or offering goods or services are grounds for disciplinary action.

Placement at a community campus is considered a permanent assignment. It is only under extraordinary circumstances that transfer from one campus to another will be considered. Requests for transfer and questions about community campuses should be addressed to the Associate Dean for Clinical Education and Services.

Travel to Clinical Experiences

Many of the courses required to complete the curriculum require travel to participate in clinical experiences. Unless otherwise published, travel is at the student's expense and not paid for by SOMA or clinical agencies. Most students find having a car and valid driver's license a necessity to complete the program of study. In particular, students are encouraged to consider the travel requirements associated with specific community campuses prior to their indication of interest in attending that campus.

At each site the weather conditions may make travel hazardous. Students should take their cue on travel from the site supervisor and follow local policy that may dictate procedures. Ultimately the decision to travel or not travel should be made using the individual's best judgment based on the available information.

Housing

Students are responsible for making arrangements for and payment of their housing needs. Please be advised that there are occasions when students will be assigned at a distance from their community campus. In very select cases some subsidies may be available at certain locations. However, housing costs remain the ultimate responsibility of the student. Students are encouraged to investigate housing costs prior to community campus selection.

Community Campus General Policies and Procedures

Injuries and Accidents

Any student who sustains an injury or bloodborne pathogen exposure while on his or her clinical experience must notify their RDME as soon as possible.

In the event that the injury involves exposure to bloodborne pathogens, notify the clinical site's occupational medical staff immediately and follow their protocols for blood borne exposure. The student must also notify the RDME as soon as possible. A needle-stick protocol checklist and post exposure prophylaxis (PEP) guideline is provided on the E*Value homepage.

If you have a needle-stick injury while on a rotation, there are a few important steps to follow.

1. Notify your supervising physician immediately
2. Follow the host hospital's or clinic's protocol for risk evaluation and post-exposure prophylaxis. This information can be obtained through the Emergency Department or the Risk Management Department.
3. Notify SOMA Administration and your RDME immediately or as soon as possible
4. Keep paper copies of your medical records, the incident report and accompanying date.
5. Keep one complete set for your personal records. Give the incident report and confirmation that you followed the host hospital and/or PEP post –exposure guidelines to your RDME and campus administrative assistant (AA). The PEP guidelines link can be found on the E*value homepage. You do not have to provide personal medical information to the RDME or AA. However, we do require documentation that you sought medical advice and any required treatment following national health guidelines.

In the event you experience an injury other than a needle-stick while on a rotation:

1. Notify your attending immediately
2. Seek medical attention as needed
3. Follow your host hospital or clinic's risk management protocol for reporting and treatment
4. Notify your RDME as soon as possible
5. Provide documentation of the incident (again, no personal medical information is necessary, just proof that you were evaluated and/or treated after an injury) to your RDME and AA for your file.

It is important to recognize that as a student you are not covered by the health insurance of the community campuses as you are not an employee. You are also not covered by the University's health insurance, as you are not an employee of the University. Therefore, as per University policy, you must carry your own insurance to cover any medical expenses incurred as a result of injury at clinical sites. SOMA has purchased accident insurance and needle-stick coverage that may help to defer the cost of needle-stick injury or exposure to blood-borne pathogens.

Safety Issues in Year 2

Every site should have a disaster plan directing individuals' actions in the event of an emergency (i.e. tornado, violence at the site, etc). In the event of an emergency follow the site's emergency plan and the direction of your site supervisor. As soon as it is safe and feasible please notify the SOMA Administration regarding your status.

Students are required to become familiar with the safety procedures that are established at each of the community campuses. As in every situation, especially when one is in an unfamiliar environment, it is prudent to maintain good situational awareness and to be cognizant of one's surroundings.

Professional Conduct

Students are under the supervision of, and responsible to, the Community Campus faculty, including the RDME and clinical preceptors. The student may be subject to review and removed from the community campus by the SOMA administration if his or her conduct is deemed unsafe or inappropriate by the faculty at the Community Campus.

Student Responsibilities at the Community Campus

The student is expected to put a patient's needs and safety as the top priority during all clinical encounters.

The student is expected to adhere to the schedule provided by the community campus RDME for both didactic courses and clinical courses. The student is expected to attend conferences, rounds, and clinics assigned by the Community Campus faculty as part of their OMS II curriculum. It is the student's responsibility to review the curricular objectives and augment didactic and clinical experiences with independent research and discussion with the Community Campus faculty.

Community Campus Responsibility to the Student

The Community Campus must organize an orientation at the start of OMS II year to provide general information about the site, student requirements, and contact information for key personnel. The Community Campus must ensure that on-site faculty guidance is available to assist students in their concerns related to the OMS II curriculum. The student will be provided with information and procedures to handle injuries and other health concerns sustained at the Community Campus.

MSPE, Residency and COMLEX, Level 3

The Medical Student Performance Evaluation (MSPE) is a document utilized in the residency application process. It serves as "an evaluation of a medical student's performance" (rather than a recommendation or prediction of future performance). The MSPE describes, in a sequential manner, a student's performance through 3 full years of medical school and, as much as possible, the 4th year. The MSPE includes an assessment of both the student's academic performance and professional attributes." (Association of American Medical Colleges-AAMC). The MSPE will include all of the student's clinical evaluations as well as any of the student's "unique characteristics".

Once the MSPE draft has been created for each student, students will be provided the opportunity to review their MSPE and "correct factual errors in the MSPE, but not to revise evaluative statements in the MSPE." (AAMC). The national release date for the MSPE to residency programs varies by year (usually October-November).

Residency match results which may include a student's name, specialty, and residency program placement will be made public unless the student opts out. Students may opt out at any time by contacting the Dean's Office.

Once a graduate is placed in residency, he or she will be required to take and pass COMLEX 3. For information on SOMA COMLEX Level 3 pass rates and residency match rates, please refer to: http://www.atsu.edu/soma/prospective_students/postgraduate_placement.html

Echo36

SOMA uses Echo360 for video and audio recording of many didactic presentations for later playback; however, as with any technology, the Echo360 system may not work at times. SOMA will notify students via ATSU e-mail when the Echo360 is unavailable. The student is always responsible for the material covered in a session, even if an Echo360 recording is not available.

Annual Catalog, Handbook, and Clinical Education Manual Review

All SOMA students are required to read the ATSU University Catalog and the University Student Handbook annually. In addition, the OMS III and OMS IV students must also read the SOMA Clinical Education Manual annually. An attestation is sent via the E*Value system to all students annually. Each student must sign and submit the form, affirming that they have read the required items. Failure to do so may be considered a professionalism violation and may result in a delay in the student's course work, and may result in the student appearing before the Student Performance Committee.

Curriculum

Interprofessional Education and Interprofessional Practice

Interprofessional education (IPE) and Interprofessional Practice (IPP) are integrated within the ATSU-SOMA curriculum as a series of classroom workshops and clinical activities designed to foster a team approach to patient care, with an emphasis on the triple aim. The following SOMA courses practice IPE skills:

- OMS I: Basic Science Foundations, Medical Skills, Neuro-musculoskeletal (NMSK)
- OMS II: Epidemiology-Biostatistics, Medical Skills
- OMS III: Pediatrics Clerkship, Family Medicine Clerkship
- OMS IV: Emergency Medicine Clerkship, Cardiology Clerkship

Students are promoted to each level of the curriculum (e.g., OMS I to OMS II) by meeting the requirements for progression (unless an exception is made by the Dean). Listed below are brief overviews of the structure of the didactic and clinical training along with the requirements that must be met to formally progress through the curriculum.

Year 1 (OMS I)

The OMS I curriculum is conducted primarily on the Mesa, Arizona campus. Learning activities are usually scheduled between 8 a.m. and 5 p.m., Monday – Friday. Occasionally, there may be required off-site activities or required activities that begin at 7:00 a.m., end after 5:00 p.m., or occur on a weekend. The online OMS I master academic calendar contains information concerning holidays and examinations. Each course syllabus contains course requirements and due dates for course assignments.

Requirements for progression to OMS II

- Pass all OMS I coursework and maintain good academic standing.
- Comply with all professionalism standards of behavior and SOMA technical standards.
- Maintain health insurance, disability insurance, BLS certification and current immunization standards.

Year 2 (OMS II)

The OMS II curriculum is conducted primarily at a student's assigned CHC community campus. OMS II coursework consists of synchronous and asynchronous learning activities that include a combination of didactic, clinical, and

patient care experiences which reinforce and enhance the knowledge, skills, and attitudes acquired during the OMS I year. Learning activities are usually scheduled between 8 a.m. and 5 p.m., Monday – Friday. Occasionally, there may be required off-site activities or required activities that begin at 7:00 a.m., end after 5:00 p.m., or occur on a weekend. The online OMS II master academic calendar contains information concerning holidays, synchronous activities across all community campuses, and examinations. Each course syllabus contains course requirements and due dates for course assignments. Additionally, each community campus provides a weekly schedule of clinical experiences, medical skills, small group, OPP, and other assigned activities.

Clinical Assignments and Responsibilities

On occasion, students will be given the opportunity to perform clinical procedures. Students are authorized to perform procedures for which they have been trained, with the proviso that they are properly supervised. In all cases, the safety and comfort of the patient must come first. Should you have questions about your participation in any clinical procedure or activity, contact the local RDME or Clinical Education Department prior to proceeding.

The student will realize the importance of punctuality and fulfilling responsibility in completing clinical assignments given by the supervisor. It is recommended that students assure they are familiar with the location, personnel, practices and expectations of the sites they are assigned to. Punctuality and professional conduct are expected at all times. Should you have concerns that you are working too few or too many hours, contact your RDME as soon as possible.

Requirements for progression to OMS III

Students are classified as OMS III upon completion of the following the requirements:

- Pass all OMS II coursework and maintain good academic standing
- Comply with all professionalism standards of behavior and SOMA technical standards
- Maintain health insurance, disability insurance, BLS certification and current immunization standards
- Obtain ACLS certification

Students are not permitted to begin OMS III required coursework until COMLEX Level 1 has been taken.

Year 3 (OMS III)

Rotations are scheduled in four-week blocks, with the exception of the Elective II, which is a two-week experience. All rotations are required. In the OMS III year, eight are Core rotations. The remaining are a Primary Care Selective, Maternal and Child Health Selective (the selective may be distributed to either Obstetrics and Gynecology or Pediatrics or Maternal and Child Health as per the Clinical Education Manual), a four-week Elective and a two-week Elective. The student works directly with the RDME and the Mesa-based regional Clinical Education Coordinator in all matters related to the clerkship years. This is the student's opportunity to explore their interest in clinical medicine and hone their skills in preparation of the OMS IV year. In addition to the study materials and expectations of the individual clerkship attending or preceptor, each Core rotation has a SOMA clerkship director who develops and oversees the clerkship didactic materials and academic objectives. The SOMA Clerkship Director posts and maintains all SOMA clerkship materials on the learning management system. The Clinical Education Department oversees the OMS III clerkship year.

International Rotations

International rotations are Elective rotations defined as rotations occurring in any location outside the continental United States, Alaska, and Hawaii. US territories will be considered international rotations and will require special approval by the university and completion of an application for international rotation. International rotations may not be used as Core or Selective rotations. International rotations are typically only approved for OMS IV year students. However, an international rotation may be approved for an OMS III student if all Core and Selective rotations have been successfully completed. International rotations must be a minimum of four weeks and a maximum of eight weeks total. To schedule an international rotation, students must follow the procedures outlined in the Clinical Education Manual and SOMA International Rotation Packet.

Requirements for progression to OMS IV

- Pass all OMS III coursework and maintain good academic standing.
- Comply with all professionalism standards of behavior and SOMA technical standards.
- Maintain health insurance, disability insurance, BLS and ACLS certification, and current immunization standards.

Year 4 (OMS IV)

Rotations are scheduled in four-week blocks, except for Neurology, which is a two-week rotation. This is the academic year where the student has four Core rotations, four Selectives and three Electives. This is the year to experience an International rotation, schedule audition rotations or spend more time in one area of practice. A maximum combination of four Electives/Selectives in one discipline may be taken in OMS IV. In addition to the study materials and expectations of the individual clerkship attending or preceptor, each Core rotation has a SOMA Clerkship Director who develops and oversees the clerkship didactic materials and academic objectives. The SOMA Clerkship Director posts and maintains all SOMA clerkship materials on the learning management system. Students work directly with their RDME and the regional Clinical Education Coordinator in scheduling and maintaining their academic schedule. The Clinical Education Department oversees the OMS IV clerkship year.

Typical Course Schedule

A typical course schedule consists of the following:

Year 1

- Basic Structural Foundations
- Cardiopulmonary I
- Cardiopulmonary II
- Foundations of Health
- Gastro-Intestinal
- Medical Skills I
- Medical Skills II
- Neuromusculoskeletal A
- Neuromusculoskeletal B
- Osteopathic Principles and Practice I
- Osteopathic Principles and Practice II
- Renal-Endocrine-Metabolism I
- Renal-Endocrine-Metabolism II

Year 2

- Biostatistics & Preventive Medicine
- Dermatology
- Epidemiology
- Genitourinary I
- Genitourinary II
- Hematology
- Human Development
- Integrative
- Integrative II

- Medical Skills III
- Medical Skills IV
- Mind
- Osteopathic Principles and Practice III
- Osteopathic Principles and Practice IV
- Senses

Year 3 Clerkships and Courses

- Electives I (4weeks)
- Electives II (2 weeks)
- Family Medicine I (4 weeks)
- Family Medicine II (4 weeks)
- General Surgery (4 weeks)
- Internal Medicine I (4 weeks)
- Internal Medicine II (4 weeks)
- Maternal/Child Health (4 weeks)
- Obstetrics/Gynecology (4 weeks)
- Osteopathic Principles and Practice V
- Osteopathic Principles and Practice VI
- Pediatrics (4 weeks)
- Primary Care Selectives (4 weeks)
- Psychiatry (4 weeks)

Year 4 Clerkships and Courses

- Cardiology (4 weeks)
- Critical Care (4 weeks)
- Emergency Medicine (4 weeks)
- MS4 Elective I (4 weeks)
- MS4 Elective II (4 weeks)
- MS4 Elective III (4 weeks)
- Neurology (2 weeks)
- Osteopathic Principles and Practice VII
- Osteopathic Principles and Practice VIII
- Selective I: Medicine (4 weeks)
- Selective II: Medicine, Research, or Academic (4 weeks)
- Selective III: Pediatrics (4 weeks)
- Selective IV: Surgery (4 weeks)

End-of-Rotation Examinations are required after each Core Rotation. SOMA currently uses the NBOME COMAT examination for the OMS III year and Emergency Medicine in the OMS IV year, and Board Vitals Examinations for the remaining Core Rotations in the OMS IV year. These electronic examinations are to be scheduled for and taken on the last day of the rotation (usually a Friday). For the OMS III, these examinations are to be taken for Family Medicine, Internal Medicine, OB/Gyn, Pediatrics, Psychiatry, and Surgery. In addition, the OPP COMAT must be taken and passed in the second semester of the OMS III year. See the OPP syllabus for further requirements. For the OMS IV, these Core Rotations are Cardiology, Critical Care, Neurology, and Emergency Medicine. The student must have engaged in the rotation prior to being eligible to sit for the post-rotation exam at the completion of that rotation,

and not before. If a student anticipates they will not be able to take the examination on the last day of the rotation, they may petition the Director, Clinical Education Department for an extension. Should a student fail a post-rotation examination, retakes must be completed within 30 days of the original failure, and approved by the Associate Dean for Clinical Education and Services prior to that retake.

Pre-Doctoral Osteopathic Teaching Fellowship

The Pre-doctoral Osteopathic Teaching Fellowship is a unique opportunity which expands the medical training period from four to five years by including one twelve (12)-month Fellowship time period. The Fellowship is composed of 2 courses that are each 66 credits, or 11 credit hours per month. The Fellowship credit hours are not transferable to any other course or program within SOMA. The goals of the course include providing opportunities for focused special training in teaching, research, and clinical activities in the discipline areas of Anatomy, Medical Skills, and Osteopathic Principles and Practices.

Students must meet the following criteria to apply for the Osteopathic Teaching Fellowship:

1. Must be in good standing and provide a letter of good standing from ATSU SOMA
2. Must have successfully completed OMS I and OMS II years
3. Must submit a letter of intent, and two letters of recommendations (1 from a SOMA faculty member)

All OMS III coursework must be completed prior to the start of the Fellowship.

DO/MPH Dual Degree

With ATSU's dual DO/MPH program, students earn their Master of Public Health (MPH) through ATSU's College of Graduate Health Studies (ATSU-CGHS) while completing their doctor of osteopathic medicine degree at ATSU-SOMA. Students trained in ATSU-SOMA's innovative community campus model will be well prepared for a medical career in public health venues. The MPH requires additional courses completed online via ATSU-CGHS. Applications to the MPH program are accepted toward the end of the students' first year at ATSU-SOMA.

After earning their DO and MPH degrees students will be able to do the following and more:

- Analyze issues of access, quality, and cost for populations, communities, and individuals
- Evaluate social determinants of health and health disparities at your community health center and beyond
- Hypothesize reasons for observed disparities
- Create interventions to address health disparities
- Design research studies to address health disparities
- Compare and contrast research methodologies
- Critically appraise public health and medical literature
- Define health literacy and apply its concepts to health promotion and disease prevention programs
- Apply knowledge and skills acquired from the curriculum and complete an academic paper suitable for publication
- Present research findings at national meetings
- Evaluate health promotion and disease prevention programs from a variety of perspectives

Students must meet the following criteria to apply for the DO/MPH dual degree:

- Must have attended the introductory presentation by the Program Director or have had a meeting with the Program Director to ensure they are informed of the rigor of a dual degree program.
- Must be in good academic standing
- Must have no course failures during the OMS I year
- Must not be identified as At Risk according to the SOMA catalog description

Once these criteria have been met, a letter of support must be obtained for the student from the SOMA Dean. The student may then apply online via the ATSU website. There is no admission fee for potential DO/MPH students.

Course Descriptions and Credit Values

Core Courses

Basic Structural Foundations – MED530 – 5 credit hours: This course serves to introduce first year osteopathic medical students to the fundamental organization and structure of the human body using a variety of instructional resources (e.g., cadaveric specimens, anatomical software, and virtual anatomy laboratory). Both microscopic (histology) and macroscopic (gross) anatomy will be covered, with an emphasis on the foundational musculoskeletal-, vascular, and neuro-anatomy required for Medical Skills I and Osteopathic Principles & Practice I courses. In addition, imaging techniques including CT scans, MRI, and x-ray radiography will be used to introduce the student to the physician's perspective of the structure of the human body.

Biostatistics & Preventative Medicine – MED621 – 4 credit hours: Biostatistics & Preventive Medicine introduces the basic principles of biostatistics and preventive medicine. Biostatistics is the study and development of mathematical, statistical and computational methods applied to biological and medical data. The study of biostatistics serves to further the educational link between primary care and public health. Topics covered include methods to describe variation in data, statistical inference and hypothesis testing, confidence intervals, bivariate analysis, multiple variable analysis and probability theory. Preventive medicine topics include primary, secondary and tertiary prevention. Additional topics include public health systems, policy and finance.

Students apply their knowledge by completing their "community project." Students are expected to summarize their work in an abstract and to present their work in poster form. Student teams also complete a video recording of their poster presentation.

Cardiopulmonary I – MED514 – 5 credit hours: Cardiopulmonary is a two-course sequence that integrates the basic and clinical sciences associated with common cardiopulmonary conditions. A major emphasis is placed on cardiac and respiratory anatomy and physiology as they relate to the structure and function of the cardiopulmonary system. The course will also discover the relationships of embryology, biochemistry, microbiology, immunology, genetics, pathology and pharmacology as they relate to cardiopulmonary system health and disease. A solid understanding of these basic sciences will be used to learn a clinical approach to common cardiopulmonary conditions. Students will learn basic skills for interpretation of chest x-rays, electrocardiograms, arterial blood gases and spirometry.

Cardiopulmonary II – MED515 – 13 credit hours: This course is a continuation of MED514.

Dermatology – MED604 – 4 credit hours: This course seeks to prepare the physician for the diagnosis and management of common cutaneous diseases. All of the common eruptive diseases are discussed and presented visually with their characteristic and common variations. Coordinated self-directed learning by use of reading assignments, recorded video/audio presentations and small group exercises allows students to examine basic science concepts relevant to dermatology from a clinical viewpoint. Students will learn the use of topical therapy and special diagnostic and therapeutic procedures as they pertain to dermatology. In addition, students will participate in a high-fidelity cutaneous suturing workshop as part of Dermatology.

Epidemiology – MED620 – 4 credit hours: This course examines the study of disease in populations from a public health perspective, a foundation for the integration of primary care and public health. Topics covered include data sources and management, surveillance/outbreak investigation, study design, sampling, data analysis and causation.

The tools acquired allow students to apply research findings to individual patient care, population health and public policy. Additional tools include the fundamentals necessary for evidence-based practice.

Specific learning objectives are provided for each topic presented. Students apply knowledge by developing "community projects" and submitting applications to the Institutional Review Board (IRB).

Students work in teams on either "research" or "best practice/innovation" projects. Each team starts with a needs assessment in their community. Students work together to develop project ideas, research questions, hypotheses and potential plans. All projects must be related to the social determinants of health and the tenants of Osteopathic Medicine.

Foundations of Health – MED520 – 6 credit hours: Foundations of Health (FOH) lays the groundwork for immersion into SOMA's integrated curriculum. The course includes critical concepts in biochemistry, molecular biology, genetics, physiology, pathology, immunology, microbiology and pharmacology. To help students develop skills essential for compassionate medical care, these scientific foundations are complemented by medical humanities throughout the course.

Gastro-Intestinal – MED603 – 10 credit hours: The Gastrointestinal course integrates the basic and clinical sciences associated with the gastrointestinal system. Coordinated self-directed learning by use of reading assignments, small group exercises and large group activities allows students to discover the relationships of gastrointestinal anatomy, embryology, microbiology, immunology, biochemistry, genetics, pathology, physiology and pharmacology to gastrointestinal structure and function. Clinical presentations will be used to learn a clinical approach to common gastrointestinal conditions and to learn how the basic sciences relate to gastrointestinal system health and disease.

Genitourinary I – MED613 – 7 credit hours: Genitrouinary I and II integrate basic and clinical sciences associated with the reproductive and urinary systems. Using clinical presentations and inductive pathways, students understand and apply the pathology, embryology, microbiology, immunology, biochemistry, genetics and pharmacology of the two systems.

Topics covered include the pregnant female, complications of pregnancy, diseases of pregnancy, fetal distress, amenorrhea, dysmenorrhea, contraception, infertility, vaginal discharge, Pap smear, abnormal uterine/vaginal bleeding, breast mass, pelvic pain and mass, menopause, sexual dysfunction, erectile dysfunction, urinary incontinence and scrotal mass/pain.

Reading assignments, webcast presentations and small group exercises allow students to examine basic science concepts of reproductive function from a clinical viewpoint. Material presented in Medical Skills and OPP augment this learning by incorporating new knowledge and opportunities to clarify difficult-to-understand topics. Related topics of evidence-based medicine, complementary and alternative medicine, self-care, wellness and preventive medicine, cultural diversity, health-care policy and systems, and spirituality are incorporated throughout the course.

Genitourinary II – MED614 – 5 credit hours: This course is a continuation of Genitourinary I.

Hematology – MED605 – 8 credit hours: This course integrates the basic and clinical sciences associated with the hematologic system. A major emphasis is placed on using clinical presentations to discover the relationships among embryology, microbiology, immunology, biochemistry, genetics, pharmacology and hematologic pathology.

The clinical presentations incorporated into the course include coagulation abnormalities, anemia, polycythemia, abnormalities of white blood cells, splenomegaly, and lymphadenopathy. The effects of chronic, persistent infections on blood cells is also reviewed. Coordinated self-directed learning by use of reading assignments, webcast presentations, and small group exercises allows students to examine relevant basic science concepts of hematologic function from a clinical viewpoint. Other material presented in simultaneous courses (e.g., Integrated Clinical Experience, Osteopathic Principles & Practice) augment these self-directed learning exercises by providing a broader picture in which to incorporate new knowledge and opportunities to clarify difficult-to-understand topics.

Human Development – MED607 – 5 credit hours: The course integrates the clinical and behavioral sciences associated with human development. Behavior patterns are the authentic end products of a total developmental process. Growth is a patterning process, which unfolds in sequence. Development refers to the acquisition of predictable, sequentially acquired functional skills during life and is a continual process from birth to death. Four

domains of development are emphasized: physical-motor, adaptive-cognitive, language-communication and, social-emotional. Normal growth and development of humans, from infants to elderly, are discussed.

Importance is placed on the similarities and differences of the various age groups and the specialized needs of each. When appropriate, disorders, conditions and disabilities that relate directly to the disruption of the development of physical or mental processes will be discussed, including abuse, death, dying and bereavement.

Integrative – MED608 – 7 credit hours: Integrative I is a structured review of basic sciences and OPP in a question based format designed to review curriculum and prepare for board exams. This course sequentially increases the number of questions over time for exposure and endurance. The material is dovetailed to coincide and enhance the existing curriculum. Preparatory exams are utilized as well as review videos and podcasts. The COMSAE-D exam, which will be administered during the course, assesses board eligibility for each student. This is Pass/ Fail course.

Integrative II – MED622 – 9 credit hours: This course is designed to provide the student with the opportunity to prepare independently for COMLEX Level 1 and USMLE Step 1 examinations at the end of the second year of study. The COMSAE-E, which assesses board eligibility for each student, will be administered during the course. The earned grade in this course will either be PASS or FAIL, and credits will not be included in the GPA.

Medical Skills I – MED508A – 3 credit hours: Medical Skills 508A is held weekly throughout the fall semester of the first year. The Medical Skills courses will teach the arts of the physical examination, history-taking, chart documentation, and oral presentation of a patient. The Medical Skills courses are enriched by the mentoring of bedside manner skills and medical student personal growth through Communications sessions and standardized patient encounters. Throughout the year, students will participate in large group discussions of topics such as professionalism, evidence-based medicine, the social determinants of health, and health promotion. Students will also engage in small group practice of history-taking and physical examination skills with clinician facilitators, practice of basic medical procedures, simulation activities with patient simulator models, and multiple one-on-one encounters with standardized patients throughout the year. Student skills will be assessed intermittently through the use of graded note-writing, written examinations, and OSCEs (objective structured clinical examinations.)

Medical Skills II – MED508B – 4 credit hours: Medical Skills 508B is held weekly throughout the spring semester of the first year. MED508B is a continuation of MED508A.

Medical Skills III – MED609A – 6 credit hours: The OMS II "Medical Skills" courses are designed to enhance and maintain the cognitive and psychomotor skills necessary to obtain a medical history and perform a physical examination, support the personal and professional development of the student, help the student understand the mission of the community health center, and model primary care continuity-based clinical service. Supervised clinical activities, large and small group interactive presentations, and individual reflection lead to documented competencies in clinical assessment, community-based preventive medicine and health care provision.

Medical Skills IV – MED609B – 6 credit hours: This course is a continuation of MED609A.

Mind – MED606 – 5 credit hours: The Mind Course introduces students to the fundamental mental functions underlying human adaptations to the environment, and the clinical manifestations when these functions become maladaptive. The course continues the exploration of the brain-behavior relationship initiated in the NMSK-B course in Year One while serving as a preparatory step for the Psychiatry rotation in Year Three.

Students will acquire knowledge in neuroanatomy, neurophysiology, neuropathology, pathology, genetics and pharmacology as related to mental functions and dysfunctions. Some of the basic science information has been covered in previous courses. This course will offer an opportunity to review these topics in a new context to enhance understanding in various disciplines.

In the clinical domain, students will become familiar with the current DSM diagnostic considerations for patients presenting with disturbances in mental function. Students recognizing critical information will be able to apply it to

the Clinical Presentation Schemes and using the inductive reasoning process arrive at a broad category of mental illness.

Coordinated self-directed learning by use of reading assignments, small group and large group exercises and clinical experiences allow students to examine the relevant basic science concepts of behavioral and mental function in a broader light. Medical skills, Osteopathic Principles and Practice along with related topics of evidenced base medicine, wellness, spirituality are introduced. Professionalism, ethics, cultural sensitivity and social determinants of health are incorporated throughout the course.

Neuromusculoskeletal A – MED521 – 8 credit hours: This course integrates the basic and clinical sciences associated with the nervous system and the musculoskeletal system. Clinical presentations are used to explain the fundamental relationships between neurons, nerves, muscles, and bones. Physiology, anatomy, pathology, embryology, microbiology, immunology, biochemistry, genetics, and pharmacology are used to reveal structure and function.

The clinical presentations incorporated into the course include those mainly associated with the musculoskeletal system such as upper and lower extremity pain, spinal pain, and musculoskeletal lump/mass.

Guided learning through reading assignments, small group exercises and large group activities allow students to examine relevant basic science concepts of neural and musculoskeletal function from a clinical viewpoint. Other large group sessions, as well as material presented in concurrent courses (e.g., Medical Skills, Osteopathic Principles & Practice) augment the learning by providing a broader picture in which to incorporate knowledge and opportunities to clarify topics.

Neuromusculoskeletal B – MED522 – 10 credit hours: This course integrates the basic and clinical sciences associated with the nervous system and the musculoskeletal system. Clinical presentations are used to explain the fundamental relationships between neurons, nerves, muscles, and bones. Physiology, anatomy, pathology, embryology, microbiology, immunology, biochemistry, genetics, and pharmacology are used to reveal structure and function.

The clinical presentations incorporated into the course include those mainly associated with the nervous system such as weakness, numbness/tingling, headache, movement disorders, dizziness/vertigo, and acute neurological deficits.

Guided learning through reading assignments, small group exercises and large group activities allow students to examine relevant basic science concepts of neural and musculoskeletal function from a clinical viewpoint. Other large group sessions, as well as material presented in concurrent courses (e.g., Medical Skills, Osteopathic Principles & Practice) augment the learning by providing a broader picture in which to incorporate knowledge and opportunities to clarify topics.

Osteopathic Principles and Practice I – MED509A – 3 credit hours: The year one courses in Osteopathic Principles and Practice (OPP) introduce the history, philosophy, and principles of Osteopathic Medicine. The course provides training in the fundamentals of physical diagnosis and treatment of the neuromusculoskeletal system. Emphasis is placed on the development of palpatory skills to diagnose and treat dysfunction of the body framework system: skeletal, arthrodial, and myofascial structures, and their related vascular, lymphatic, and neural elements. A range of standard approaches to osteopathic manipulative treatment (OMT), are introduced to address the needs of many patients complaints with a "whole person" approach of body mind and spirit. These include direct and indirect techniques including soft tissue, myofascial release, strain-counterstrain, muscle energy, high velocity-low amplitude, and osteopathy in the cranial field. Interactive lab sessions reinforce basic science knowledge of anatomy and physiology through the use of non-invasive physiologic measurements that are taken real-time pre and post OMT. Clinical applications are discussed during the course. Students are closely supervised and guided in the lab for an optimum learning experience.

Osteopathic Principles and Practice II – MED509B – 3 credit hours: This course is a continuation of MED509A.

Osteopathic Principles and Practice III – MED610A – 2 credit hours: The year two courses in Osteopathic Principles & Practice (OPP) build upon the concepts taught in the year 1, and include additional clinical application. Coursework is organized by system and clinical presentations emphasize the clinical application of osteopathic manipulative medicine in the primary care setting. The courses are delivered through both online curriculum materials and live instruction by OPP faculty at each community campus. Osteopathic screening, palpatory diagnosis, and treatment in all body regions are presented and reinforced. Emphasis is placed on the expansion of palpatory skills to diagnose and treat dysfunction of the body framework system: skeletal, arthrodial, and myofascial structures, and their related vascular, lymphatic, and neural elements. Additional OMT treatment types are introduced, including The Still Technique and Facilitated Positional Release. Clinical cases with OPP applications are discussed, and practice in performance and documentation of OMT are included. The Spring semester course concludes with a final review block, covering topics from years 1 and 2.

Osteopathic Principles and Practice IV – MED610B – 2 credit hours: This course is a continuation of MED610A.

Osteopathic Principles and Practice V – CORE7008 – 2.5 credit hours: The OMS III Fall Semester OPP course emphasizes the clinical application of distinctive osteopathic history taking, physical exam, palpatory diagnosis and manipulative treatments. The course utilizes multi-media instructional materials that are clinically relevant to the osteopathic family physician. It includes an evidence-based approach to medical-decision making by the use of journal article reviews. The learning activities provide flexibility for integration during the 3rd year clinical clerkship year.

Osteopathic Principles and Practice VI – CORE7009 – 2.5 credit hours: This OMS III Spring Semester OPP course is a continuation of CORE7008.

Osteopathic Principles and Practice VII – CORE8004 – 1.3 credit hours: The year 4 Fall Semester OPP course is designed to provide the student with clinical experience as well as guided scholarly activity. The course includes hands-on activities in osteopathic manipulative treatment, and scholarly activities involving osteopathic principles and practice. There are activity options for hands-on and scholarly requirements, ensuring flexible integration of osteopathic principles and practice during the 4th year clinical clerkship year.

Osteopathic Principles and Practice VIII – CORE8005 – 1.3 credit hours: This year 4 Spring Semester OPP course is a continuation of CORE8004.

Renal, Endocrine and Metabolism I – MED516 – 8 credit hours: These courses integrate the basic and clinical sciences associated with the kidneys and the endocrine system. Clinical presentations are used to explain renal function and the fundamental relationships between hormones and other organ systems. Physiology, anatomy, pathology, embryology, microbiology, immunology, biochemistry, genetics, and pharmacology are used to reveal structure and function. The clinical presentations incorporated into the course include those mainly associated with the renal system such as generalized edema, hypernatremia, hyponatremia, hyperkalemia, hypokalemia, metabolic acidosis, metabolic alkalosis, hematuria, urinary frequency, acute renal failure, urinary obstruction, and chronic renal failure, as well as those associated mainly with the endocrine system such as abnormal growth and stature, neck mass/hyper-& hypothyroidism, calcium/phosphate abnormalities, weight abnormalities, hyperglycemia/diabetes mellitus, and hypoglycemia. Guided learning through reading assignments, small group exercises and large group activities allow students to examine relevant basic science concepts of renal and endocrine function from a clinical viewpoint. Other large group sessions, as well as material presented in concurrent courses (e.g., Medical Skills, Osteopathic Principles & Practice) augment the learning by providing a broader picture in which to incorporate knowledge and opportunities to clarify topics.

Renal, Endocrine and Metabolism II – MED517 – 8 credit hours: This course is a continuation of MED516.

Senses – MED615 – 4 credit hours: This course integrates the basic and clinical sciences associated with the "senses" hearing, vision and smell/taste and the related organ systems. A major emphasis is placed on using these clinical presentations to discover the relationships of pathology, embryology, microbiology, immunology, biochemistry, genetics and pharmacology to these specific body structures and functions.

The clinical presentations incorporated into this course include hearing loss, ear pain, tinnitus, vision loss, diplopia, eye redness, strabismus and smell/taste dysfunction. Coordinated self-directed learning by use of reading assignments, small group exercises and large group activities allows students to examine relevant basic science concepts from a clinical viewpoint. Other large group sessions, as well as material presented in simultaneous courses (e.g., Medical Skills, Osteopathic Principles & Practice) augment these self-directed learning exercises by providing a broader picture in which to incorporate new knowledge and opportunities to clarify difficult-to-understand topics. Additionally, related topics of evidence-based medicine, complimentary & alternative medicine, self-care, wellness and preventative medicine, cultural diversity, health-care policy & systems, and spirituality are incorporated throughout the course as applicable.

Clerkships

Cardiology – CORE8000 – 11 credit hours: The clinical clerkship in Cardiology is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of cardiology through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year cardiology clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Critical Care – CORE8001 – 11 credit hours: The clinical clerkship in Critical Care is a required, four-week Core rotation. This clerkship is designed to provide the student with a basic understanding of ICU medicine through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year Critical Care clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Emergency Medicine – CORE8003 – 11 credits: The clinical clerkship in Emergency Medicine is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of emergency medicine through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content will be delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year clerkship. These prescribed learning modules will be based upon the 125 clinical presentations encountered during the first two years of medical education.

Family Medicine I & II – CORE7000 and CORE7001 – 22 credits: The clinical clerkship in Family Medicine provides two required, four-week Core rotations. This clerkship is designed to provide the student with an understanding of Family Medicine through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year Family Medicine clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

General Surgery – CORE7006 – 11 credit hours: The clinical clerkship in Surgery is a required, four-week Core rotation. This clerkship is designed to provide the student with a basic understanding of Surgery through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year surgery clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Internal Medicine I and II – CORE7002 and CORE7003 – 22 credit hours: The clinical clerkship in Internal Medicine provides two required, four-week Core rotations. This clerkship is designed to provide the student with an understanding of Internal Medicine through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and required inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year Internal Medicine clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Maternal and Child Health – CPSL7010, 7011, 7012, or 7013 – 11 credit hours: The clinical clerkship in Maternal and Child Health (MCH) provides one required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of Maternal and Child health through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and required inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year Maternal and Child Health clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of the SOMA curriculum. This required rotation may be satisfied by any approved combination of Obstetrical, Gynecological, and Pediatric experiences. To satisfy the Ob/Gyn clerkship, Pediatrics clerkship, and MCH clerkship, any of the following may be used:

- Option 1: Ob/Gyn: 4 weeks, Pediatrics: 4 weeks, and MCH: 4 weeks (The MCH may be 4 weeks of OB focus, 4 weeks Pediatrics focus, or 2 weeks OB focus and 2 weeks Pediatrics focus)
- Option 2: Ob/Gyn: 6 weeks and Pediatrics: 6 weeks (taken together)
- Option 3: Ob/Gyn: 8 weeks and Pediatrics: 4 weeks
- Option 4: Ob/Gyn: 4 weeks and Pediatrics: 8 weeks

The post-rotation COMAT exam for Ob/Gyn or for Pediatrics is to be taken after the rotation in a given discipline is complete. For instance, if a student takes 4 weeks of Ob/Gyn, and 8 weeks of Pediatrics, the Ob/Gyn COMAT is to be taken at the conclusion of the 4-week Ob/Gyn rotation, and the Pediatrics COMAT is to be taken at the conclusion of the Pediatrics rotation, even if the two Pediatrics rotations occur in different semesters.

Neurology – CORE8002 – 5.5 credit hours: The clinical clerkship in Neurology is a required, two-week Core rotation. This clerkship is designed to provide the student with an understanding of neurology through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year neurology clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

OB/Gyn – CORE7005 – 11 credit hours: The clinical clerkship in Obstetrics and Gynecology provides one required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of OB/Gyn through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and required inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year OB/Gyn clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Pediatrics – CORE7004 – 11 credit hours: The clinical clerkship in Pediatrics provides one required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of Pediatrics through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and required inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning

modules on topics appropriate for a third year Pediatric clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Primary Care Selectives – PCSL7014-7048 – 11 credit hours: The Primary Care Selective clerkship is a required, four-week rotation. Students may select a primary care discipline to study from a list of approved courses. This clerkship is designed to provide the student with a basic understanding of primary care topics through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Psychiatry – CORE7007 – 11 credit hours: The clinical clerkship in Psychiatry provides one required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of Psychiatric illness and treatment through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and required inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year Psychiatry clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Selective I: Medicine – SELE8006-8090 – 11 credit hours: The Selective I: Medicine clerkship is a required, four-week rotation. This clerkship is designed to provide the student with a basic understanding of medical topics through the integration of didactic knowledge and clinical experiences. Students may select a rotation from among a list of medical disciplines. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Selective II: Medicine, Research, or Academic Study – SELE8006-8090 – 11 credit hours:

- Medicine Option: The Selective II: Medicine clerkship is a four-week rotation. This clerkship is designed to provide the student with a continuing understanding of medical topics through the integration of didactic knowledge and clinical experiences. Students may select a rotation from among a list of medical disciplines. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.
- Research Option: The Selective II: Research clerkship is a four-week course. The purpose of the Research Selective is to provide meaningful research experiences for SOMA medical students, with the expectation that students will gain initial experience and interest in research that will carry over into the practice of medicine. The goals of the Research Selective are to provide students an opportunity to participation an ongoing research project, to create a greater appreciation for clinical, basic science, or medical education research, and to introduce future physicians to good research practices.
- Academic Study Option: The Selective II: Academic Study clerkship is a four-week course. This clerkship is designed to provide the student with the opportunity to prepare for COMLEX Level 1, Level 2CE, or Level 2PE. The student will submit a board study plan and timeline for their curriculum of study for approval. An end of rotation Academic Study Clinical Performance Evaluation will be submitted by the RDME. During the clerkship, students access the learning website to review Evidence-Based Practice learning modules.

Selective II: Public Health [for SOMA DO/MPH dual degree program only] – SELE8177 – 11 credit hours: The OMS IV Medicine Selective II is a four-week rotation. The Public Health option requires that the student be enrolled in the DO/MPH dual degree program. Students may take the Public Health for DO/MPH students clerkship in either the OMS III or the OMS IV year but it can only be taken once. This clerkship is designed to provide the student with a basic understanding of primary care and public health topics through the integration of didactic knowledge, clinical and other experiences.

The student will work with their program director, course director, RDME and other advisors to create a unique experience.

Students are required to submit a proposal to the course director (Director of the DO/MPH program) with the planned course of study. This proposal should include rotation details such as location, on site preceptor, objectives and competencies the student will achieve. This should also include a one-page description detailing how the student will spend their time, how they will achieve the detailed competencies and how they will demonstrate the achievement of the competencies. The course syllabus details the list of competencies to choose from. The demonstration of achievement may be in the form of a presentation, paper or other creative product. This "product" will be graded by the course director.

Students must submit their proposal 90 days in advance of their proposed start date.

Once the proposal is approved by the program director, she will forward it to the ATSU-CGHS Dean for approval. Once final approval is given by the ATSU-CGHS Dean, the DO/MPH program Director will inform the student.

Selective III: Pediatrics – SELE8051-8061 – 11 credit hours: The Selective III: Pediatrics clerkship is a required, four-week rotation. This clerkship is designed to provide the student with a basic understanding of pediatric topics through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Selective IV: Surgery – SELE8078-8058 – 11 credit hours: The clinical clerkship in Surgery is a required, four-week Core rotation. This clerkship is designed to provide the student with a basic understanding of Surgery through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system web site. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year surgery clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Electives

Directed Studies – DRS5000, DRS6000, DRS7000, or DRS8000 – 1 credit hour per week: The Directed Studies course is a supplemental didactic program of study and is offered to students who wish to pursue additional study in areas of interest that do not fall within the required core, selective, or elective courses. Students requiring additional didactic study in one or more areas may also be assigned this course by the Dean or Associate or Assistant Dean(s). One (1) credit hour per week is awarded for participation in the Directed Studies course. (Additional fee may apply)

Electives I & II – ELECT7049-7132 – 16.5 credit hours: The OMS III "Electives I and II" clerkships are a 4 week service and a two week service. Each rotation is designed to provide the student with the opportunity to select a discipline and receive hands-on training through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system website. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a third year clerkship.

These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Medical Spanish – ELEC8125, ELEC7083, SELE8040 – 11 credit hours: A Medical Spanish Elective rotation may be taken once during the OMS III and IV years. This rotation may not be taken as a core or selective rotation. The rotation must be a minimum of 160 hours total, of which at least 80 must be clinical. If taken during the OMS III year, the Elective Medical Spanish rotation must be taken after all core and selective rotations have been successfully completed. The Medical Spanish rotation may be taken at any time during the OMS IV year. Any medical Spanish elective desired to be done internationally must meet the international rotation application requirements.

MS4 Elective I, II, and III – ELEC8091-8175 – 11 credit hours: The OMS IV "Elective I, II, III" clerkships are required rotations, each 4 weeks in duration. These rotations are designed to provide the student with the opportunity to select a discipline and receive hands-on training through the integration of didactic knowledge and clinical experiences. Students will receive exposure to a diverse community of patients in both ambulatory and inpatient settings. The curriculum content is delivered to students via the learning management system website. During the clerkship, students will access the learning website to review learning modules on topics appropriate for a fourth year clerkship. These prescribed learning modules are based upon the 125 clinical presentations encountered during the first two years of medical education.

Public Health Practicum: Elective I, II, and III [for SOMA DO/MPH dual degree program only] - ELEC8178 – 11 credit hours: The SOMA Public Health Practicum requires completion of a project in an approved supervised public health setting emphasizing public health policy and/or management. This course is only open to SOMA DO/MPH students. Students will have a one-month Elective involving intense study in a public health area of their choice.

The student must be registered in the CGHS MPH874 during the time of the SOMA Public Health Practicum Elective. The student will obtain a CGHS advisor and will identify their Practicum site, location and preceptor. The one month SOMA Practicum Elective will be spent at that site. The student will begin logging hours towards the practicum as he or she works on their literature review prior to the start of this one-month Elective.

The student may not take the Elective until their practicum proposal is approved by the course director from SOMA and the practicum faculty advisor from the CGHS. The proposal for any projects that involve human subjects must also be submitted to the ATSU institutional review board. The student must also have a preceptor on location and a faculty advisor from the School of Health Management. The course director can serve as the faculty advisor from SOMA, but a SCGHS faculty advisor is also required.

A formal write up of the experience in the form of a scholarly paper or innovations project paper is required for completion of the Elective. The student will also be required to present an oral report. It may be required that the 'oral report' be recorded electronically.

MOSDOH

MISSOURI SCHOOL OF DENTISTRY & ORAL HEALTH

Dear Dental Students,

I am honored to welcome and congratulate you for choosing Missouri School of Dentistry and Oral Health (MOSDOH) for your professional education. Your experience at MOSDOH will be premier in scope. Not only will you receive an outstanding educational experience but through your involvement in community service you will emerge as excellent leaders with a strong desire to serve in your respective communities.
This is an exciting but challenging time in your lives as you embark on a four year pursuit that will culminate with you earning the highly respected dental degree. You have made an excellent career choice! Your dental degree and certificate in public health will distinguish you from your peers and will serve as a reminder of MOSDOH's commitment to graduate community leaders that will serve those in need.

Along your journey, you will be supported by experienced staff, faculty, and administrators who will take interest in your professional development and experiences. We know that as MOSDOH graduates, you will help to advance the dental profession through your contributions in dental practice, research and service.

We are proud to have you join the MOSDOH family. Best wishes to you during dental school.

Sincerely,

Dwight E. McLeod, DDS, MS
Dean, Missouri School of Dentistry & Oral Health

About MOSDOH

The Missouri School of Dentistry & Oral Health (MOSDOH) offers an educational model that relies on an exceptional cadre of motivated, experienced learning guides (mentors) for our students in both the preclinical and clinical phases of the degree program. In addition to the issues of oral health and the skills of dentistry, students learn from and are encouraged to become caring, community-minded healthcare providers. It is expected that graduates will be leaders in their community and managers of public, not-for-profit and private sector oral health organizations.

The dental program features:

- Innovative Curriculum – Integrating science, human systems and clinical care.
- Simulation Technology – Accelerating skill development for clinical excellence.
- State-of-the-art Facilities – Utilizing new facilities and digital resources for the faculty and students of tomorrow.
- Needs Focused – Educating competent, compassionate dentists for underserved communities.
- Service Education – Coordinating student partnerships with communities of need.
- Leadership Training – Educating dentists to be community health leaders.

MOSDOH students spend the first and second year studying the basic sciences and clinical introductions in the classroom setting and complete dental simulation exercises in the Kirksville campus simulation clinic. Third-year students work side by side with licensed dentists in our St. Louis clinic. Fourth-year rotations at community-based clinics may include experiences at a community health center, Indian Health Service clinic, and Veteran's Administration clinic. Additionally, students who do not already have either a certificate or master's degree in public health earn a Certificate in Public Health with Dental Emphasis while enrolled at MOSDOH.

Program Accreditation

The Doctor of Dental Medicine (DMD) degree program has been granted the accreditation status of "initial accreditation" by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653. Students enrolled in the DMD program may file a complaint regarding the School's adherence to the Pre-doctoral Education Standards by contacting the Commission on Dental Accreditation.

MOSDOH Mission Statement

The Missouri School of Dentistry & Oral Health will educate dental students to provide comprehensive patient care in an environment of scholarly engagement and inquiry. Graduates will become community and educational leaders, serve those in need, and promote life-long learning.

Pre-Doctoral Program Competencies

Domain		Competency
A	Professionalism	Practice dentistry guided by professional values, ethical principles, self-assessment and as required by legal principles and regulatory concepts to address the oral health needs of individual patients and the community. (CODA 2-10, 2-17, 2-20)
B	Scientific Practice	Apply critical thinking, problem-solving, quantitative knowledge and reasoning (including analysis of data, appraisal of evidence, synthesis and integration of new information) to the practice of dentistry. (CODA 2-9, 2-21)
C	Human Sciences	Apply knowledge of molecular, biochemical, cellular and systems-level mechanisms that maintain homeostasis and of the dysregulation of these mechanisms to the

		prevention, diagnosis and management of disease in the dental patient. (CODA 2-11, 2-12, 2-13, 2-14)
D	Behavioral Sciences	Apply behavioral principles to function successfully in a multicultural work environment, to manage and educate a diverse patient population, and to promote, improve and maintain the health of dental patients. (CODA 2-15, 2-16, 2-23 d)
E	Treatment Planning	Formulate a provisional, differential and definitive diagnosis and a comprehensive, sequenced treatment plan, alternative plans and limited care plans for dental patients; make referrals to other providers; describe prognosis; obtain informed consent, evaluate outcomes of treatment, and recommend recall. (CODA 2-23 a, c, o)
F	Patient Care	Assess and manage the oral health care needs of patients within the scope of general dentistry in all stages of life (infants, children, adolescents, adults, geriatric patients and patients with special needs). (CODA 2-22, 2-23 b, d, e, f, g, h, i, j, k, l, m, n; 2-24)
G	Practice Management	Apply principles and philosophies of patient management, models of health care delivery and leadership of an oral health care team. (CODA 2-18)
H	Public Health	Work collaboratively to assess, address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. (CODA 2-25)
I	Interprofessional Practice	Function effectively, respectfully and ethically in an interprofessional team to plan and deliver patient-/ population-centered care. (CODA 2-19)

MOSDOH Contact Information

Kirksville Campus

A.T. Still University – Missouri School of Dentistry & Oral Health
800 W. Jefferson Street
Kirksville, MO 63501

St. Louis Campus

Missouri School of Dentistry & Oral Health – St. Louis Dental Education and Oral Health Clinic
1500 Park Avenue
St. Louis, MO 63104

www.atsu.edu/mosdoh

MOSDOH Leadership

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Doctor of Dental Medicine Degree Program

Admissions

MOSDOH is dedicated to recruiting and selecting students interested in enhancing their professional practice skills, knowledge, and academic status by obtaining a graduate degree. Selection is based on several criteria, including grades, recommendations, experiences, dental admissions test (DAT) scores, and personal interviews.

Application Process

MOSDOH participates in the Associated American Dental Schools Application Service (AADSAS). Applications may be completed at http://aadsas.adea.org. Questions regarding completing the applications should be directed to customer services representatives at 800.353.2237 or via email at csraadsas@adea.org. The application deadline is December 1.

Admission Requirements

Applicants for admission to the first-year DMD class must meet the following requirements prior to matriculation:

1. Applicants must have a minimum cumulative and science grade point average of 2.50 on a four-point scale. The overall and science GPA, the school(s) attended, and the rigor of the academic course load are all assessed on an individual basis.
2. A formal minimum of three years college or university coursework from a regionally accredited school (90 semester hours or 135 quarter hours); a baccalaureate degree from an accredited institution is preferred.
3. All prerequisite coursework must have been completed prior to matriculation and from a regionally accredited institution.
    - General Biology – One year of lecture and lab, minimum of 8 semester hours (or the equivalent) (zoology or microbiology are acceptable alternatives).
    - General Chemistry – One year of lecture and lab, minimum of 8 semester hours (or the equivalent).
    - Organic Chemistry – One year of lecture and lab, minimum of 8 semester hours (or the equivalent).
    - Physics (algebra-based) – One year of lecture and lab, minimum of 8 semester hours (or the equivalent).
    - English Composition/Technical Writing – Minimum of 3 semester hours (or the equivalent).
    - Biochemistry –Three semester hours or equivalent (no lab required).
    - Human Physiology - Three semester hours or equivalent (no lab required).
4. All applicants are required to take and submit the US Dental Admissions Test (DAT) scores via the AADSAS site on or before December 1 or the application year. No scores older than three years will be accepted.
5. Applicants must provide a minimum of two letters of recommendation. They must be from a science faculty or committee letter and a dentist.
6. Applicants must be a US citizen or permanent US resident.
7. All residential students are required to have an iPad and a laptop computer, which meets MOSDOH's specifications. Specifications are determined each year based on technological advances and may be found at: http://its.atsu.edu/knowledgebase/mosdoh-technology-requirements/. Students will be notified and must secure all equipment prior to matriculation and maintain throughout the program.

Transfer Student Admission

MOSDOH may consider transfer students on a case-by-case basis. Please contact Admissions for more information at admissions@atsu.edu or 866.626.2878 ext. 2237.

Transfer Credit

MOSDOH does not give previous course credit at this time.

Advanced Standing Admission

MOSDOH may consider advanced standing on a case-by-case basis. Please contact Admissions for more information at admissions@atsu.edu or 866.626.2878 ext. 2237.

International Student Admission

International students applying for admission to the DMD program must be a U.S. citizen or permanent U.S. resident with a valid green card. All undergraduate courses, including pre-requisites must have been completed at a regionally accredited institution within the United States.

Selection of Applicants

The Admissions Committee seeks those individuals capable of meeting the academic standards of MOSDOH and its program. Completed applications in compliance with the minimum admission requirements are reviewed on the quality of academic performance, clinical exposure, extracurricular activities, work and life experiences, interest in dentistry and oral health, and recommendations.

Personal interviews may be offered to those applicants who rank among the highest in evaluation of all admission requirements. The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the Committee's decision on their status. Successful applicants are granted a specified time period to notify the Admissions Processing Center of their intention to enroll. A non-refundable acceptance fee must accompany the letter of intent. Complete official transcripts from each postsecondary school and a degree granting transcript must be on file with the Registrar's Office prior to matriculation.

Students sent a letter of acceptance are granted a specified time period to notify MOSDOH of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

7. Signed admission agreement
8. Non-refundable deposits
9. Copies of official transcripts from every institution attended
10. Immunization record
11. Criminal background check through the University approved vendor
12. Proof of health insurance form

After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

Minimal Technical Standards for Admission and Matriculation

Statement of Diversity and Inclusion

Diversity and inclusion encompass an authentic understanding and appreciation of difference and, at their core, are based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

A.T. Still University of Health Sciences is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation (the "Standards") state expectations of ATSU students. The Standards provide sufficient information to allow the candidate to make an informed decision for application. Minimal Technical Standards for Matriculation are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Procedures to apply for academic adjustments are found at the conclusion of this policy.

A.T. Still University's Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) is committed to admitting and matriculating qualified students in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. ATSU-MOSDOH endeavors to select candidates who have the ability to become highly competent dentists who are well prepared to enter dental practice and/or enter graduate and residency training programs.

Categories of Technical Standards

Candidates must possess the skills and ability that will allow them to successfully complete the course of study and receive the full benefit of the education. With this in mind, students must be able to meet the following technical standards with or without reasonable accommodations. ATSU-MOSDOH's technical standards are required to successfully complete the school's competencies needed for graduation.

1. Motor Skills:
    a. General: A candidate must possess gross motor strength, balance and a sufficient level of manual dexterity to execute the fine movements required to provide general care and treatment to patients.
    b. Specific: It is required that a candidate possess the motor skills to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory test and diagnostic procedures. A candidate must be able to perform basic life support (including CPR), transfer and position disabled patients, physically restrain adults who lack motor control, and position and reposition self around patient and chair in a sitting or standing position. The candidate must be able to operate dental equipment controls utilizing fine hand movements, operate high or low speed handpieces, requiring controlled dental movements of less than 0.5 millimeter, and utilize hand instrumentation. These actions require the ability to use both hands and the coordination of both gross and fine muscular movements and functional uses of the senses of both touch and vision.
2. Sensory/Observation:
    a. General: A candidate must be able to acquire and process a defined level of required information as presented through demonstrations, lectures, and experiences in the biomedical and dental sciences.
    b. Specific: This includes, but is not limited to, information conveyed through lab demonstrations and through microscopic images of microorganisms and human or animal tissues in normal and pathologic states. A candidate must be able to acquire information from written documents and to visualize information presented in images from paper, films, slides, video or computer. A candidate must be able to interpret x-ray and other graphic images, with or without the use of assistive devices. A candidate must have functional use of visual, auditory, and somatic sensation.
    c. General: A candidate must be able to observe a patient accurately, at a distance and close at hand, and observe non-verbal communications when performing general dental treatment or administering medications.
    d. Specific: A candidate must be able to perform visual and tactile dental examinations and treatment including visual acuity, with or without accommodation, to discern slight differences and variations in color, shape and general appearance between normal and abnormal, soft and hard tissues. Use of tactile senses may be either direct, by palpation or indirect, through instrumentation. A candidate must also possess the visual acuity, with or without correction to read charts, records, small print and handwritten notation, and distinguish small variations in colors intra and extra-orally.
3. Communication:
    a. General: A candidate must be able to communicate clearly, effectively and be sensitive with patients, parents and/or guardians; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and answer questions and give directions during treatment and post-treatment. For effective treatment, the candidate must be able to communicate effectively and efficiently with patients, parents, guardians, interpreters and all members of the dental and medical health care team and must be culturally appropriate. Communication includes oral and written modes.
    b. Specific: A candidate must be able to speak and write, and have sufficient fluency with English to retrieve information from texts, lectures, computerized databases, and to communicate concepts on written exams, in patient charts and on prescriptions. Patients, faculty, students, and staff must be

able to easily understand the candidate's oral and written communication in order to effectively evaluate performance and to work collaboratively in the care of patients.

4. Cognitive:
    a. General: A candidate must be able to measure, calculate, memorize, reason, analyze, integrate, and synthesize information.
    b. Specific: A candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving, clinical and decision-making skills are critical skills demanded of dentists and require all of these intellectual abilities. A candidate must be able to perform these critical thinking and problem-solving skills in a timely fashion.
5. Behavioral:
    a. General: A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, maintenance of confidentiality, the exercise of good judgment, the prompt completion of all responsibilities in the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with other students, faculty, staff and patients.
    b. Specific: A candidate must recognize that the dental school curriculum is physically, mentally, and emotionally challenging and must be able to adapt to changing course and patient schedules. Students must be able to tolerate physically and emotionally demanding workloads of school and in the clinic, function effectively under stress, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes. Further, a candidate must be able to manage apprehensive patients with a range of moods and behaviors in a tactful, culturally accepted, congenial, personal manner. A candidate must reasonably be expected to accept criticism and respond by appropriate modification of behavior. Rev. 9/14

Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning and Disability Resources have no bearing on the application process. You may contact the director at Director of Learning and Disability Resources, A. T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501 or by phone at 660.626.2424.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice President for Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-110) through the Director of Learning and Disability Resources. Please see the University Student Handbook for information on how to apply for academic adjustments.

Grading

Assessment and Grading Protocol

Faculty are encouraged to use assessments that are based on multiple methods such as examinations, quizzes, papers, projects, presentations, critically appraised topics (CAT), objective structured clinical examinations (OSCE), case studies and/or a final examination. Faculty members are encouraged to strive and implement both formative and summative evaluation methods. The following are standardized grading criteria:

- A single examination should not constitute more than 50% of the grading assessment.
- If relevant, major assessments will be identified in each syllabus. Students must pass major exams or assessments with a 70% or above. If a student fails the major assessment but passes the class, they will need

to retake the assessment or another similar assessment until better than 70% is achieved. If failing the major assessment means failing the course, then the student must remediate the course.

- Except for examinations and quizzes, each assessment method must have a grading criteria matrix (e.g., a grading rubric) established at the time the students are notified of the assignment.
- Scores from each of the assessments shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).
- Course grades shall be recorded as raw scores with corresponding letter scores.

MOSDOH DMD students earn a letter grade or pass/fail grade or high pass/pass/fail grade for each course. Each course is linked to the nine MOSDOH competencies that must be attained prior to graduation.

Grading Criteria: Letter Grades

Grade	Value
A+	97-100%
A	94-96%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76% - lowest passing grade
RC-	Indicates original fail grade was remediated, final grade of RC- recorded.*
F	Fail
F*	Indicates the course was repeated and not included in the GPA calculation
I	Incomplete – extenuating circumstances
W	Withdraw
WF	Withdraw fail
WP	Withdraw pass
Grades followed by #	Indicates grades that are not included in the GPA calculation

* Incomplete (remediation required or extenuating circumstances): Students earning less than 70% will be required to remediate course content and will receive an "F" for the course. When students successfully complete the remediation process with a 70% or higher, the grade of "F" will be changed to a "RC-".

If the student does not successfully complete remediation, the grade of "F" will remain on the transcript and the student must retake and successfully pass the course at their own expense prior to graduation. The fee is determined by the Controller's Office and is based upon a per credit equation. The "F" as well as the retake grade will remain on the transcript.

Grading Criteria: Pass/Fail Courses

Grade	Value
F	Fail - An average of below 70% on course assignments or assessments**
I	Incomplete - Extenuating Circumstances
P	Pass - An average of 70%* or better on course assignments or assessments.
RP	Remediated Pass***

*Faculty have the option to determine the percentage score to be considered for passing (at least 70%).

** Incomplete (Remediation Required or Extenuating Circumstances):

Students earning less than 70% (or minimum passing grade stated in the syllabus) will be required to remediate course content and will receive an "F" for the course. When students successfully complete the remediation process with a 70% or higher, the grade of "F" will be changed to a "RC-". If the student does not successfully complete remediation, the grade of "F" will remain on the transcript and the student must retake and successfully pass the course at the student's own expense prior to graduation. The fee is determined by the Controller's Office and is based upon a per credit equation. The "F" as well as the retake grade will remain on the transcript.

***Students earning less than the stated minimum percentage point value will be required to remediate course content and will receive an "F" for the course. When students successfully complete the remediation process with the stated minimum average, the grade of "F" will be changed to a "RP"

Grading Criteria: High Pass/Pass/Fail Courses

Grade	Value
F	Fail - An average of below 70% on course assignments or assessments**
H	High Pass in D3 clinic only – The student must meet the criteria related to essential experiences as outlined in the course syllabus. High Pass D4 clinic only – The student must meet the criteria related to competency exams as outlined in the course syllabus.
I	Incomplete - Extenuating Circumstances
P	Pass - An average of 70% or better on course assignments or assessments.*
RP	Remediated Pass***

*Faculty have the option to determine the percentage score to be considered for passing (at least 70%).

**Incomplete (Remediation Required or Extenuating Circumstances): Students earning less than 70% (or minimum passing grade stated in the syllabus) will receive an "F" for the course. When students successfully complete the

remediation process with a 70% or higher, the grade of "F" will be changed to a "RC-". If the student does not successfully complete remediation, the grade of "F" will remain on the transcript and the student must retake and successfully pass the course at the student's own expense prior to graduation. The fee is determined by the Controller's Office and is based upon a per credit equation. The "F" as well as the retake grade will remain on the transcript.

***Students earning less than the stated minimum percentage point value will be required to remediate course content and will receive an "F" for the course. When students successfully complete the remediation process with at least the minimum percentage point value, the grade of "F" will be changed to a "RP".

Incomplete Grades

Students whose work at the end of a course is incomplete due to illness or other extenuating circumstances beyond their control may be given, at the course director's discretion, a grade of Incomplete (I). It is the responsibility of the student to contact the course director to receive a grade of "I" otherwise students will be required to participate in remediation and follow the Remediation Grading Scale outlined in this policy.

The course director will complete an "Incomplete Agreement Form" outlining requirements for course completion and completion date. The completion date must be by the end of the following semester. The course director must complete this form prior to the end of the semester before a grade of Incomplete (I) can be issued. After the course director and student have signed the agreement, the appropriate dean must approve it. Upon approval, the dean will send the original form to the Registrar's Office. The course director may then record the Incomplete (I) as the interim grade for the course.

When the student has completed the course work, the course director will file a Change of Grade Request Form with the dean who will forward it to the Registrar's Office. If the work is not finished within the period of time specified in the agreement, the grade will become an "F" unless otherwise noted in section "a" of the "Incomplete Agreement Form."

Exam Viewing Policy

Time permitting, the Educational Specialist and a designee may schedule group exam review sessions where students will have the opportunity to review their exam responses or students may schedule individual viewing sessions with the Educational Specialist. All group exam review sessions will be announced via email to the class in advance. Exam viewing sessions will only be scheduled after the exam scores have been officially released to the class. It may not always be possible to schedule exam viewing sessions due to the constrictive nature of the class schedule. The complete Exam Viewing Policy (#004) may be viewed at: https://www.atsu.edu/pdf/ATSU-MOSDOH-Exam-Viewing-Policy-rev112015.pdf.

Remediation Process

1. All students earning below 70% (unless requesting a grade of incomplete due to unforeseen or extenuating circumstances) will automatically be required to participate in course remediation with the grade of "F" granted as well as receiving Academic Warning.
2. To successfully complete the remediation process and remove the "F" grade, students must receive an equivalent of a 70% or higher on remediation project(s) and will earn a grade of RC-.
3. Students, who do not successfully complete the remediation process, will have the "F" remain on their transcripts. Students must retake the course and will be placed on Academic Probation.
4. Student remaining on Academic Probation for a total of 6 consecutive months will be considered for dismissal.
5. Students requiring remediation in a third course will be recommended for dismissal.
6. Students will be allowed to retake two courses while in dental school.

7. Students who fail two courses when retaking a course will be recommended for dismissal.
8. Students will be responsible for the cost of retaking a course.
9. Retaking a course may result in the delay of graduation.
10. If a student fails a course, the Academic Progress Committee will work with each student on a case-by-case basis to determine a plan of action. The student must then retake the course at his or her own expense. This fee is determined by the Controller's Office and is based upon a per credit equation.

Pre-Clinical Laboratory Remediation – Non-Credit Course

Students requiring formal remediation of more than six credit hours of pre-clinical coursework with a laboratory component in a single semester will be required to enroll in one or more of the following non-credit courses:

- Pre-Clinical Skills Workshop I – Basics of Operative Dentistry
- Pre-Clinical Skills Workshop II – Concepts of Restorative Dentistry
- Pre-Clinical Skills Workshop III – Basics of Fixed Prosthodontics
- Pre-Clinical Skills Workshop IV – Concepts of Prosthodontics
- Pre-Clinical Skills Workshop V – Clinical Applications

These non-credit courses will be delivered outside of the normal program curriculum and schedule. As such, students will be responsible for fees incurred for the additional coursework.

An individualized plan to raise the student's skill level up to the expected level of performance required to succeed in the MOSDOH dental program will be designed for the student by the Director, Simulation Clinic & Pre-Clinical Education, approved by the Academic Progress Committee, and reviewed with the student prior to the commencement of coursework. Enrolled students will receive time-intensive and supervised instruction during the course(s). Students will be required to complete self-assessments during the course and will also receive verbal and written instructor feedback. Course content may include a review of didactic concepts and terminology, daily lab projects, lab practical exams, OSCE(s), written exams, and/or other learning activities as assigned.

Upon completion of the recommended course(s), the student's progress will be reviewed with the Academic Progress Committee. If satisfactory progress has been made during this timeframe, the APC may count the completion of coursework as satisfactory evidence towards course remediation. If so, the course grade will change from an "F" to a "RC-". If satisfactory progress has not been made, the course grade will remain an "F".

Academic Progress Committee

The MOSDOH Academic Progress Committee (APC) is responsible for monitoring student academic progress. The intent is for the APC to be proactive as well as reactive in responding to concerns regarding student academic progress. The Committee's charge is to offer resources and assistance to students as well as imposing academic discipline which may include academic warning and probation.

The APC is chaired by the Associate Dean for Education & Assessment, and includes as voting members the Associate Dean for Clinical Education & Community Partnerships, Director of Academic Services & Support, all course directors, and one other faculty member to be named by the Dean, if needed as to maintain an odd number of voting members on the committee.

The APC meets to review student progress as necessary but at least at the following times:

- Regularly, as needed to conduct the business of the committee but a minimum of two times each semester.
- Any time a student receives a failing grade in a course.

- Any time a faculty member suggests a student's academic performance is inadequate and intervention by the APC would be in the best interest of the student and the student's progress.

The following requirements apply:

- Students enrolled in the dental program must maintain an overall GPA of 2.0 in all MOSDOH coursework as demonstrated at the end of each semester.
- A grade of "RC-" – 1.7 is the lowest passing grade.
- Students must pass all courses.
- Students failing any course, or failing to maintain the required GPA each semester will be referred to the MOSDOH Academic Progress Committee.
- Maintain technical standards throughout the duration of the program, with or without accommodations.

The APC functions as MOSDOH's student promotion board. Therefore, the APC is responsible for promoting students from one academic year to the next as well as certifying students for clinical privileges, external rotations and for graduation. The APC is also the body responsible for revoking or modifying clinical privileges.

The complete Academic Progress Committee Policy (#504) may be found at: https://www.atsu.edu/pdf/ATSU-MOSDOH-Academic-Progress-Committee-Policy.pdf.

Appeal of Academic Progress Committee

MOSDOH follows the University Dismissal, Suspension, or Extension of Academic Program Appeal Process. The details of this process may be found under the ATSU Policies section of this catalog.

Academic Warning and Probation

A student will be given an Academic Warning if he or she has demonstrated unacceptable academic performance or unprofessional behavior, which includes but is not limited to one of the following infractions:

- Failure of a course
- Failure of Part I or Part II of the Joint Commission on National Dental Examinations (JCNDE) National Board of Dental Examinations (NBDE) on the first attempt
- Accrual of two MOSDOH Professionalism Forms

The academic warning will note that continued poor academic performance or unprofessional behavior may lead to academic probation or dismissal from the MOSDOH DMD Program.

A student will be place on Academic Probation for reasons to include but not limited to:

- Failure of two courses
- Failure to successfully remediate any course
- Failure of Part I or Part II of the JCNDE NBDE on the second or subsequent attempt
- Accrual of three or more MOSDOH Professionalism Forms
- Failure to comply with the University Code of Academic Conduct located in the University Student Handbook
- Failure to comply with University Behavioral Standards located in the University Student Handbook
- Two or more of the above-stated academic warning infractions
- Concerns related to sustainment of MOSDOH Technical Standards until further assessment and/or resolution of concern is met.

The complete Academic Warning & Probation Policy (#001) may be found at: https://www.atsu.edu/pdf/ATSU-MOSDOH-Academic-Warning-and-Probation-Policy.pdf.

Class Rank

Class rank will be calculated for MOSDOH DMD students at the end of the fall and spring term for each of the first two years of dental school. The Registrar's Office will notify students when the ranking is available for viewing on the CampusNexus Student Portal.

Graduation Requirements

MOSDOH has specific graduation requirements that include course requirements and clinical competency. To earn a doctoral dental degree, all students must:

1. Successfully complete all prescribed didactic, preclinical, and clinical courses ("RC-" or above) with a minimum GPA of 2.0 and have no course grades below a RC- or Pass;
2. Pass National Board Examinations Part I and II;
3. Demonstrate attainment of all MOSDOH program competencies;
4. Have completed or earned a Master's Degree in Public Health, a Master's Degree in Dental Public Health, or have earned the Certificate in Public Health with Dental Emphasis from the College of Graduate Health Studies at A.T. Still University.
5. Discharge all financial obligations to A.T. Still University and the Missouri School of Dentistry & Oral Health;
6. File all necessary graduation forms.

Degree Completion

Students are expected to complete their degree within the program's standard plan of study as indicated in this catalog. In circumstances where additional time is needed, and with approval of the Dean, students will have a maximum degree completion timeline of 7 years for a doctoral program from the time of initial enrollment. Failure to complete a degree program within the specified period may result in loss of some, or all of the student's previously earned course credits.

Academic Standards, Guidelines, and Requirements

MOSDOH Chain of Communication

To ensure open communication among faculty, staff and students, please adhere to the following chain of communication regarding course work, grades, letters of recommendations, etc.

Address the concern with the:

1. Education Specialist
2. Faculty Member
3. Course Director
4. Director, Academic Services & Support
5. Associate Dean, Education & Assessment
6. Dean

For the full Student Chain of Command Policy (#013), please visit: https://www.atsu.edu/pdf/ATSU-MOSDOH-Student-Chain-of-Command-Policy.pdf.

Attendance

The profession of dentistry demands the utmost in professionalism, as dentists are required to serve others by respectfully treating patients and providing them with the best care; working humanely, attentively and efficiently with staff; managing resources wisely; and representing the profession to the public. To that end, student attendance in didactic, preclinical and clinical coursework is paramount. The actions of a dentist always impact others (patients, staff, fellow professionals, the community, etc.). Attending all classes and clinic sessions, including punctual if not early arrival to all course and clinical work, sets the standard for students' professional lives. Further, in the MOSDOH curriculum, it is imperative students attend class because of the concentrated timeframe in which course content is presented and assessed. And, in the clinic setting, student attendance is essential as patients rely on their healthcare provider's prompt care.

In relation to the matter of professionalism, attendance of all classes, labs and clinic session is expected. (Except by invitation of instructors, only students, faculty, or staff may attend classes and laboratories.) Specifically, students are expected to:

- Arrive early to learning sessions (class, laboratories, simulation lab, clinic, etc.)
- Stay for the entire duration of the learning session
- Respect the instructor's time
- Communicate directly with the Director, Academic Services & Support for absences in Kirksville or the Associate Dean for Clinical Education & Community Partnerships while in St. Louis. While on external clinical rotations, notification of illness shall be made to the site as well as the academic support person in St. Louis as described in the ICSP Student Manual.
- Secure the dates and times of courses they must retake from the Associate Dean, Education & Assessment

All attendance related issues are subject to the review of the Academic Progress Committee whose decisions will be forwarded to the Dean. For the complete MOSDOH Attendance Policy, please visit the student portal.

Outcomes: Students will receive a separate Professionalism Grade worth 1.0 credit hour at the end of each academic year D1-D4. This grade is based on student compliance with attendance/excused absence policy, compliance with the dress code and student behavior. Each occurrence of noncompliance is recorded and noted, using the following scale:

A+ = 0-1 occurrence*
B+ = 2 occurrences
C+ = 3 or more occurrences initiates a meeting with the Associate Dean, Education & Assessment/Associate Dean for Clinical Education and Community Partnerships
F = 4 occurrences

NOTE: Occurrences are based on each academic year. *Non-compliance includes unexcused absences, accumulation of 2 late exam arrival attestation forms, violations of the dress code and academic honesty policy, and unprofessional student behavior**, and is monitored by the Office of the Associate Dean for Education and Assessment/Associate Dean for Clinical Education and Community Partnerships. If the occurrence is of a serious nature, the Academic Progress Committee will convene immediately to render a decision, which may include:

1. Dismissing the student from the program;
2. Granting the student a grade of F for the course;
3. Placing the student on academic probation.

**For the complete Excused Absence Policy (#005), please visit: https://www.atsu.edu/pdf/ATSU-MOSDOH-Excused-Absence-Policy-rev082015.pdf and please refer to the University Student Handbook for the Code of Behavioral Standards and the student dress code requirements.

Exam Policy

- Students are required to arrive on time and stay until he/she has completed all assessment related activities, e.g., exams, quizzes, tests, group/individual presentations, etc. on the scheduled date per the course syllabus.
- Avoid improper conduct or conduct that may be construed as improper. Either of these may lead to charges of violation of the University Code of Academic Conduct. Improper conduct includes giving or receiving unauthorized assistance during an exam, distracting other students taking the examination, or disregarding a specific test instruction. Conduct that may be construed as improper includes talking to other students during an exam, using notes while taking an exam, passing notes, looking at another student's exam, or any other action that could appear to be improper conduct.
- The standard amount of time allotted per exam question will be 60 seconds. (The course director or instructor may allow extended exam time at their discretion.)

The full Exam Policy (#003) may be found at: https://www.atsu.edu/pdf/ATSU-MOSDOH-Exam-Policy-rev072015.pdf and the University Code of Academic Conduct may be found in the University Student Handbook.

Exam Late Arrival Policy

Students should arrive 20 minutes prior to the scheduled exam time. Students arriving late will be required to sign a Late Exam Arrival Attestation Form (found at: https://www.atsu.edu/pdf/ATSU-MOSDOH-Late-Exam-Arrival-Attestation-Form.pdf) and must finish the exam within the allotted time frame, regardless of how much time the computer may indicate is remaining. (Example: Exam scheduled to end at 9:30 am and student arrives at 9:00 am, student has until 9:30 am to complete exam.) After two Late Exam Arrival Attestation Form are received, this will be grounds for a professionalism referral and/or referral to the Academic Progress Committee. In the event of an emergency, contact the Director of Academic Services & Support the morning of an exam, and an excused absence may be granted and an alternate exam date scheduled. Understand that the excused absence request may not be approved and in that event, the exam will not be rescheduled and will result in a zero (no credit) for the exam. If the student decides to start the exam late, then she or he will not be eligible for an excused absence or make-up exam.

The complete Exam Late Arrival Policy (#002) may be found at: https://www.atsu.edu/pdf/ATSU-MOSDOH-Exam-Late-Arrival-Policy-rev112015.pdf.

Absences

Each student at MOSDOH is responsible for his or her own academic success. Students are required to attend all classes and academic programs and are ultimately responsible for any material that is missed. As a reminder, some courses may only be one or two days in length. Should a student miss a required learning activity, she or he is responsible for the material, any consequences, and for arranging make-up, if available.

Excused Absences: An excused absence is defined as a period of administratively approved absence from any required learning activities, without penalty. Excused absences may not be possible for required learning/laboratories or clinical activities that cannot be made up or for which the student's attendance is required for group work. Students seeking an excused absence should review the policy and processes before seeking approval. Each student is allowed 2 excused absences per semester. See the full policy for complete details.

For the complete Excused Absence Policy (#005), please visit: https://www.atsu.edu/pdf/ATSU-MOSDOH-Excused-Absence-Policy-rev082015.pdf.

Academic Deans may offer an excused absence to students, as stated in the University Student Handbook. Students must be able to return to their classes at the same point that the approved excused absence was granted without extending their completion time. Students who cannot return from their excused absence at the same academic point where they left off will be withdrawn from the University. Tuition refunds will follow the Return of Title IV funding

regulations. Re-admission for withdrawn students will follow the program/University's re-admission policy and be considered by each Dean on an individual basis.

Immunizations

MOSDOH requires all students to provide proof of their immunizations in order to matriculate. This is necessary for the students' protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection. Failure to maintain year-to-date immunizations may prevent a student from entering the clinical phase of his or her education.

1. Tuberculosis Skin Test: Students must have had a two-step tuberculosis skin test within the year prior to matriculation. If the test is positive, the student must have a chest X-ray within the year. Students must update one-step TB Skin Testing annually.
2. Diphtheria/Tetanus/Pertussis: Students are required to receive either the primary series of Diphtheria/Tetanus or booster dose within ten (10) years prior to the beginning of the academic year.
3. Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.
4. Measles, Mumps, and Rubella: Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended.
5. Hepatitis B: Students are required to complete a series of three Hepatitis B vaccinations prior to matriculation.
6. Varicella (Chicken Pox): Students must receive two vaccinations four weeks apart, or conduct titer.
7. Meningitis Vaccine: Students are required to provide documentation that they have received the meningitis inoculation.
8. Influenza Vaccine: Students are required to complete annually.

Exemptions: Under certain religious or health circumstances, a request for exemption from preventive health requirements may be granted. MOSDOH cannot guarantee placement in clinical rotations, however, when this exemption is granted. Consequently, students receiving an exemption from preventive health requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

CPR Certification

MOSDOH requires all residential students maintain Cardiopulmonary Resuscitation (CPR) Healthcare Provider certification. Certification will be provided during orientation in Kirksville and again during clinic orientation in St. Louis. All students must complete any scheduled ATSU sponsored certification, even if you are currently CPR certified, so all students will be on the same renewal schedule. Student records will be audited annually to confirm continuous coverage.

HIPAA Training

All MOSDOH students must complete Health Information Portability & Accountability Act (HIPAA) training. Training is offered online by ATSU. HIPAA training will take place prior to treating patients at the St. Louis Clinic in the D3 year and must be updated annually.

Curriculum

The MOSDOH Curriculum Committee is comprised of a variety of faculty members representing four instructional domains: Biomedical, Behavioral, Preclinical, and Clinical Sciences. The Curriculum Committee is responsible for

coordination, integration and evaluation of all courses across the four-year curriculum, and across all instructional domains. The Committee is responsible for directing, modifying and implementing course content and delivery methods.

The curriculum is designed in a linear form; that is, students must successfully complete the schedule of courses offered in sequence. Following is a summary of the courses required at MOSDOH. Note that the sequence and courses may change from year to year as the science and practice of dentistry changes.

The following is a list of academic criteria necessary for student progression and promotion from one year to the next of the four-year dental school program, culminating in graduation from the program. This policy applies to all MOSDOH students. Exceptions are made for transfer students only, based on admission status and individualized education plans developed.

First-Year Promotion

Prior to being promoted from the first year to the second year of the MOSDOH predoctoral dental education program, the student must successfully pass ("RC-" or above) the D1 courses, maintain a cumulative GPA of at least 2.0 and take the JCNDE Part I examination of the NBDE within the time period determined by the Associate Dean for Education and Assessment.

Second-Year Promotion

Prior to being promoted from the second year to the third year of the MOSDOH predoctoral dental education program, the student must successfully pass ("RC-" or above) the D2 courses, maintain a cumulative GPA of at least 2.0, as well as 2.0 in the preclinical courses, preclinical and clinical faculty assessment of defined skills to assure safety of the patient, faculty, staff and peers, and pass the Part I examination of the NBDE. In unique circumstances, D3 students may be privileged to provide patient care in what would be in the students' D3 year prior to passing NBDE Part I. In some situations, D3 students may not be privileged to provide patient care on human beings. Additionally, sometimes D3 students may be privileged to provide a limited scope of patient care. In situations when clinical privileging is not granted or granted on a limited scope, a written explanation and a plan for remediation will be provided to the student.

Third-Year Promotion

Prior to being promoted from the third year to the fourth year of the MOSDOH predoctoral dental education program, the student must successfully pass ("RC-" or above) the D3 courses, preclinical and clinical faculty assessment of defined skills to assure safety of the patient, faculty, staff and peers, and maintain a cumulative GPA of at least 2.0. In some situations, D3 students may not be privileged to provide patient care on human beings. Additionally, sometimes D3 students may be privileged to provide a limited scope of patient care. In situations when clinical privileging is not granted or granted on a limited scope, a written explanation and a plan for remediation will be provided to the student. In some situations, D4 students may not be privileged to provide patient care outside of the St. Louis Clinic. In such situations, remediation in clinical and/or preclinical areas will be explained to students in writing with expectations outlined. Students must successfully complete all necessary prerequisite courses and assessments prior to being approved for commencing external clinical rotations. Such standards will be communicated to students from the Associate Dean, Clinical Education & Community Partnerships.

Typical Course Schedule

A typical course schedule consists of the following:

First Year (D1)

- Cardiopulmonary Systems
- Clinical Concepts I

- Clinical Pathology
- Dental Anatomy
- Dental Materials
- Dental Professionalism I
- Dentistry in the Community I
- Gastrointestinal System
- Head and Neck Anatomy
- Hematologic Systems
- Immunology
- Introduction to Behavioral Science
- Introduction to Clinical Concepts
- Introduction to Dental Ethics
- Introduction to Dental Sciences
- Introduction to Evidence-Based Dentistry
- Microbiology: Infectious Diseases
- Molecular Cell Biology: Principles
- Molecular Cell Biology: Metabolism
- Musculoskeletal & Integument Systems
- Occlusion & Articulation
- Operative Dentistry I
- Operative Dentistry I LAB
- Oral Medicine I
- Periodontics I
- Pharmacology I
- Principles of Anatomy
- Principles of Embryology & Histology
- Principles of Microbiology
- Principles of Pharmacology, Genetics & Pathology
- Regulatory Systems
- Reproductive System
- Urinary/Renal System

Second Year (D2)

- Behavioral Science I
- Clinical Concepts II
- Clinical Readiness Assessments
- Dental Anesthesia
- Dental Professionalism II
- Dentistry in the Community II
- Endodontics I
- Endodontics II
- Ethics I
- Evidence-Based Dentistry I
- Fixed Prosthodontics
- Fixed Prosthodontics LAB

- Implant Dentistry
- Introduction to Clinical Dentistry
- Introduction to Dental Radiology
- Medically Complex Patient
- Operative Dentistry II
- Oral Pathology I
- Oral Medicine II
- Oral Surgery
- Orthodontics
- Pediatric Dentistry
- Periodontics II
- Pharmacology II
- Radiology Interpretation
- Removable Prosthodontics: Partial Dental Prostheses
- Removable Prosthodontics: Complete Dentures
- Removable Prosthodontics: Complete Dentures LAB
- Special Care/Geriatric Dentistry
- TMD
- Treatment Planning

Third Year (D3)

- Clinic I
- Clinic-Endodontics I
- Clinic-Fixed Prosthodontics I
- Clinic-Oral Surgery I
- Clinic-Orthodontics I
- Clinic-Pediatric Dentistry I
- Clinic-Periodontics I
- Clinic-Preventative & Restorative Dentistry I
- Clinic-Removable Prosthodontics I
- Dental Professionalism III
- Dentistry in the Community III
- Ethics II
- Evidence Based Dentistry II
- Oral Pathology II
- Portfolio Capstone Project I

Fourth Year (D4)

- Behavioral Science II
- Clinic II
- Clinic-Endodontics II
- Clinic-Fixed Prosthodontics II
- Clinic-Oral Surgery II
- Clinic-Orthodontics II

- Clinic-Pediatric Dentistry II
- Clinic-Periodontics II
- Clinic-Preventative & Restorative Dentistry II
- Clinic-Removable Prosthodontics II
- Ethics III
- Evidence-Based Dentistry III
- Dental Professionalism IV
- Dentistry in the Community IV
- Portfolio Capstone Project II
- Regulations in Dentistry

Certificate in Public Health - Dental Emphasis

All students will be required to obtain the Certificate in Public Health with Dental Emphasis through the College of Graduate Health Studies at A.T. Still University unless a Master's in Public Health or Dental Public Health has been previously awarded. These classes are offered online beginning in the fall of the D2 year. The additional courses are included in the MOSDOH tuition fee. There will not be any tuition reimbursements if you have already been awarded a MPH degree.

Program Caveat: MOSDOH reserves the right to require students with a Master's in Public Health or Dental Public Health to complete courses in the Certificate in Public Health with Dental Emphasis Program to fulfill the pre-doctoral DMD curriculum requirements.

- Introduction to Dental Public Health
- Behavior Sciences and Educational Concepts
- Dental Epidemiology
- Dental Health Care Policy and Management
- Financing Dental Care

Course Descriptions

Behavioral Science I –MDOH6040: A survey of behavioral science and its application in dentistry.

Behavioral Science II – MDOH8040: A survey of behavioral science and its application in dentistry.

Cardiopulmonary Systems – MDOH5280: This course will cover core principles in the complexities of the cardiopulmonary system in its various roles (maintenance of cardiac output, mean arterial pressure, and blood gases; exchange of materials with tissues; and the pathophysiology of cardiopulmonary system disease, etc.). A core knowledge base will be presented and problem solving skills, information retrieval skills, and teamwork will be encouraged.

Clinic I – MDOH7100: Students will be treating patients in a clinical setting. Students will work with their CCU directors and adjunct faculty to perform comprehensive oral exams, treatment planning, and diagnostic, preventive and definitive dental services. Patient treatment will be performed in the Comprehensive Care Units, Specialty Areas, Emergency, and in the 4th year, at affiliated external clinic sites. A diverse patient population will be served. Seminars will be held on a regular basis to review relevant clinic topics, including treatment planning and case presentations. Additionally, specific disciplines of dentistry are organized as individual courses and students will earn grades in each listed below:

- **Clinic-Endodontics I – MDOH7120:** Continuation of Clinic
- **Clinic-Fixed Prosthodontics I – MDOH7150:** Continuation of Clinic
- **Clinic-Oral Surgery I – MDOH7130:** Continuation of Clinic

- **Clinic-Orthodontics I – MDOH7170:** Continuation of Clinic
- **Clinic-Periodontics I – MDOH7140:** Continuation of Clinic
- **Clinic-Preventive & Restorative Dentistry I – MDOH7110:** Continuation of Clinic
- **Clinic-Removable Prosthodontics I – MDOH7160:** Continuation of Clinic
- **Clinic-Pediatric Dentistry I – MDOH7180:** Continuation of Clinic

Clinic II - MDOH8100: Continuation of Clinic I. Students will be treating patients in a clinical setting. Students will work with their CCU directors and adjunct faculty to perform comprehensive oral exams, treatment planning, and diagnostic, preventive and definitive dental services. Patient treatment will be performed in the Comprehensive Care Units, Specialty Areas, Emergency, and in the 4th year, at affiliated external clinic sites. A diverse patient population will be served. Seminars will be held on a regular basis to review relevant clinic topics, including treatment planning and case presentations. Additionally, specific disciplines of dentistry are organized as individual courses and students will earn grades in each listed below:

- **Clinic-Preventative & Restorative Dentistry II - MDOH8110**
- **Clinic-Endodontics II - MDOH8120**
- **Clinic-Fixed Prosthodontics II - MDOH8150**
- **Clinic-Oral Surgery II - MDOH8130**
- **Clinic-Orthodontics II - MDOH8170**
- **Clinic-Pediatric Dentistry II - MDOH8180**
- **Clinic-Periodontics II - MDOH8140**
- **Clinic-Removable Prosthodontics II - MDOH8160**

Clinical Concepts I – MDOH5900: This course introduces the student to the fundamental concepts of patient care, management of medical emergencies, caries/dental disease prevention, ergonomics, and basic dental assisting skills. It focuses on the delivery of dental care with adherence to the principles of interpersonal communication, professional behavior, HIPAA compliance and ethics .Upon the completion of this course, the student will possess the fundamental knowledge and skills to be applied in community outreach programs and events. The didactic and clinical components of this course are designed to increase the integration of acquired knowledge with hands-on learning, application of critical thinking skills and self-assessment.

Clinical Concepts II – MDOH6400: Students will have initial experiences working in the clinical setting providing a variety of diagnostic and preventive procedures on each other while learning to operate and maintain the clinic equipment and instrumentation.

Clinical Pathology – MDOH5380: The course covers more in depth, first the clinical pathology associated with each of the systems discussed in previous courses and later relates the pathology to their effect on the body systems.

Clinical Readiness Assessment – MDOH6799: This course will require the second-year dental student to effectively manage simulated patient treatment in all areas of restorative dentistry (including operative dentistry, as well as fixed and removable prosthetic dentistry). Students will be required to consider time management during the daily projects and practical examinations. Daily projects will allow the student the opportunity to practice skills and work with various restorative materials while practical examinations will test the students on their readiness to progress to the supervised D3 clinical setting. Additionally, criteria used for the fourth-year clinical board exams (operative dentistry) will be introduced during this course to better ready students for the clinical years.

Dental Anatomy – MDOH5700: Discussion of the morphology and nomenclature of individual teeth of the primary and permanent dentition, as well as eruption patterns. External and internal crown and root morphology of both the permanent and primary dentitions will be presented.

Dental Anesthesia – MDOH6600: This course covers concepts and techniques related to the administration of local anesthetic agents and nitrous oxide. Course content includes a comprehensive review of pharmacologic agents used to obtain topical and local anesthesia, and nitrous oxide-oxygen analgesia; risk assessment performed during the medical

history review; patient selection criteria for choosing appropriate pain management strategies; prevention and treatment of medical emergencies; and patient management during anesthesia and nitrous oxide-oxygen analgesia.

Dental Materials – MDOH5720: This course will introduce students to fundamental principles and concepts of dental materials science. The four categories of materials, ceramics, composites, metals and polymers, will be discussed by giving examples of commonly used dental materials. Each material will be evaluated in terms of their molecular structure and physical, mechanical, chemical and biological properties. These materials will subsequently be reviewed from a practical practicing viewpoint as they are later presented in specific clinical-type disciplines.

Dental Professionalism I – MDOH5995: Professionalism is a cornerstone in the practice of dentistry. As such the professionalism course is offered each semester of the MOSDOH curriculum to demonstrate the importance of professional behavior in the dental students' lives and careers in gaining and maintaining the trust of others.

Dental Professionalism II – MDOH6995: Professionalism is a cornerstone in the practice of dentistry. As such the professionalism course is offered each semester of the MOSDOH curriculum to demonstrate the importance of professional behavior in the dental students' lives and careers in gaining and maintaining the trust of others.

Dental Professionalism III – MDOH7995: Professionalism is a cornerstone in the practice of dentistry. As such the professionalism course is offered each semester of the MOSDOH curriculum to demonstrate the importance of professional behavior in the dental students' lives and careers in gaining and maintaining the trust of others.

Dental Professionalism IV – MDOH8995: Professionalism is a cornerstone in the practice of dentistry. As such the professionalism course is offered each semester of the MOSDOH curriculum to demonstrate the importance of professional behavior in the dental students' lives and careers in gaining and maintaining the trust of others.

Dentistry in the Community I – MDOH5150: This course includes TWO semesters – D1S1, D1S2. It is an introduction to community-based health promotion and disease prevention. Through community service-learning activities students will work with local organizations, institutions, and/or agencies to provide community services that inform, educate, and empower community populations and partners.

Dentistry in the Community II – MDOH6050: This course includes TWO semesters – D2S1, D2S2. The course focuses on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system. Additional topics covered are cultural diversity, project planning and health literacy.

Dentistry in the Community III – MDOH7050: This module takes place over two semesters during D3. This course will look at various community-based programs: how best to develop, implement, and evaluate these programs as well as financing these programs. Students will work with a local organization/ institution/ agency to develop a comprehensive oral health plan for a community. Students will be prepared for community clinical dentistry rotation experiences at safety net clinics. The module will compare and contrast different types of safety net clinics, analyze administration, funding, and patient population of safety net clinics, and evaluate the roles of other organizations that interact with safety net clinics.

Dentistry in the Community IV – MDOH8050: This course takes place over two semesters, D4S1 and D4S2. It focuses on community-based health promotion and disease prevention measures to improve the oral health of the population, as well as the characteristics of dental care delivery systems and the social, political, psychological and economic factors affecting utilization within the system.

Endodontics I – MDOH6310: This beginning course will focus on the anatomy of the root canal system and an introduction to the etiology and pathology of pulpal and periapical diseases. Procedural topics will include endodontic access, cleaning, shaping, and obturation of the root canal system. A variety of approaches based upon a common foundation leading to the same result will be covered. Additional content regarding endodontics will be provided in the Endodontics II course in the spring term.

Endodontics II – MDOH6670: This course will focus on the diagnosis and treatment planning of endodontically-involved teeth. It will also cover oralfacial pain and pathology of non-endodontic origin.

Ethics I – MDOH6020: This course evaluates ethical issues in dentistry, including how to establish and maintain the ideal dentist-patient relationship and integrates the obligations and values of dentistry into ethical decision-making.

Ethics II – MDOH7020: Advanced exploration of themes in dental ethics.

Ethics III – MDOH8020: Advanced exploration of themes in dental ethics.

Evidence-Based Dentistry I – MDOH6030: Exploration of more advanced topics and methods in evidence based dentistry.

Evidence-Based Dentistry II – MDOH7030: The course advances students' abilities to critically appraise scientific research and establishes the skill of applying the knowledge gained to the oral health care of patients.

Evidence-Based Dentistry III – MDOH8030: The course advances students' abilities to critically appraise scientific research and establishes the skill of applying the knowledge gained to the oral health care of patients.

Fixed Prosthodontics – MDOH6200: This course presents an overview of clinical and laboratory procedures associated with both fixed single unit and fixed partial denture restorations. The primary topics will focus on diagnostic, clinical and theoretical considerations for all-gold, metal-ceramic and all-ceramic single unit restorations as well as the preparation and framework design for metal-based fixed partial dentures. To improve understanding of the fabrication process, dental materials utilized in the fabrication and delivery of each restoration type will be summarized. The student will be able to discuss and assess each procedure performed.

Fixed Prosthodontics Lab – MDOH6205: This is the lab for Fixed Prosthodontics.

Gastrointestinal System – MDOH5290: This module will demonstrate core principles in the complexities of the Digestive System in its various roles (digestion, absorption, transport at the molecular level, motility, pathophysiology of digestive system disease, etc.). A core knowledge base will be presented and problem solving skills, information retrieval skills, and teamwork will be encouraged.

Head and Neck Anatomy – MDOH5060: This course is a comprehensive treatment of the clinical gross anatomy of the head and neck as well as a detailed discussion of the cranial nerves applicable to the practice of dentistry.

Hematologic Systems – MDOH5300: The course covers the components of blood and their roles, the blood's importance in diagnostic medicine and the important dysfunctions/pathologies of the hematologic system.

Immunology – MDOH5080: The Immunology Course covers basic topics in immunology, including the roles of lymphocytes, phagocytes, antibodies, cytokines and the complement system in protecting the human body from microorganisms and cancer. Topics in clinical immunology that will be covered include vaccines and immunotherapy, immunodeficiencies, autoimmune diseases, hypersensitivity reactions, transfusion and transplantation, and serological assays.

Implant Dentistry – MDOH6620: The implant module presents basic understanding of the biological aspects necessary for successful implant therapy. Students are exposed to one implant system in the laboratory portion of the course and there they perform some of the routine implant mechanics; this includes placement templates, simulated implant placement, impression transfer to the laboratory analogue, provisionalization and overdenture mechanics.

Introduction to Behavioral Science – MDOH5008: An introduction to behavioral issues in patient encounters.

Introduction to Clinical Concepts – MDOH5005: This course introduces the student to the fundamental concepts of infection control, prevention and oral hygiene instruction, and basic dental assisting skills. It focuses on the preparation for and delivery of dental care with adherence to the principles of interpersonal communication,

professional behavior, HIPAA compliance and ethics. Upon the completion of this course, the student will possess the fundamental knowledge and skills to assist with oral-health related community outreach programs and events. The didactic and clinical components of this course are designed to increase the integration of acquired knowledge with hands-on learning, application of critical thinking skills and self-assessment.

Introduction to Clinical Dentistry – MDOH6960: This course provides students with an introduction to the St. Louis Clinic. Hands on training and seminars on subjects pertinent to patient care, clinical operations and procedures will prepare students for their clinical experiences.

Introduction to Dental Ethics – MDOH5006: An introduction to ethical and professional issues in dentistry.

Introduction to Dental Radiography – MDOH6410: This course provides an overview of dental radiology principles and techniques. Topics include x-ray production, radiation biology and safety, exposure techniques, film processing and mounting, radiographic interpretation, identification of anatomical structures and patient management. The student will practice skills in a supervised simulation laboratory using teaching manikins to produce dental radiographic images as well as the placement of imaging receptors on student partners.

Introduction to Dental Sciences – MDOH5015: This course is designed to provide the new dental student with an introductory immersion into the macro- and micro-anatomical, developmental, pathological, and imaging interpretation relevant to dentistry. It is intended to provide sufficient knowledge to allow an understanding of clinically relevant correlations as applied to biomedical and medical training.

Introduction to Evidence-Based Dentistry – MDOH5007: An introduction to evidence-based dentistry.

Medically Complex Patients – MDOH6940: The students will learn how to integrate the systemic diseases and complex issues of patient management when considering the patient's dental needs.

Microbiology: Infectious Diseases – MDOH5480: This course covers infectious diseases seen in the human patient with focus on etiology, epidemiology, signs and symptoms, pathology, lab tests, differential diagnosis specific to infectious diseases, treatment and prevention. A major focus of the course is for students to associate microbial agents with the diseases they cause. This course completes a series of 3 courses (Principles of Microbiology, Immunology, and Microbiology: Infectious Diseases, which together are designed to present to students in stepwise fashion the essential information on infectious diseases and the body's defense mechanisms, and to prepare students for success on the NBDE Part 1 exam and for subsequent clinical rotations. Overall, we contribute to the University's mission to prepare highly competent healthcare professionals.

Molecular Cell Biology: Principles – MDOH5030: Review of fundamental concepts of biochemistry and molecular cell biology including biomolecules, enzyme kinetics, DNA and RNA biochemistry including replication transcription, and translation, extracellular matrix, and membrane receptors.

Molecular Cell Biology: Metabolism – MDOH5500: Review of metabolic and biosynthetic pathways of carbohydrates, lipids, proteins and nucleotides.

Musculoskeletal & Integument Systems – MDOH5120: The course presents pertinent information to understand the physiology and pathophysiology of the musculoskeletal and integument systems with an emphasis on Orofacial complex.

Occlusion & Articulation – MDOH5710: Students are presented with descriptions and illustrations of mandibular positions and movements related to guidance by the teeth and joints and to neuromuscular mechanisms underlying mastication and swallowing. Static contacts and
pathways from these contacts are presented in lecture and in laboratory exercises.
Periodontal response to occlusal forces, both normal and pathologic, are related to
cusp-fossa excursions and to occlusal schemes.

Operative Dentistry I – MDOH5800: This course will introduce the students to the basic theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop technical skills in operative dentistry through the learning of basic intra-coronal preparation and restorations in single teeth, investigate evolving technology, material science, and research, perform self-assessments, and develop professional conduct, attitude, and appearance. The course will provide students the opportunity to apply clinical and professional skills in a simulated practice environment.

Operative Dentistry I LAB – MDOH5805: This course is the lab for Operative Dentistry.

Operative Dentistry II – MDOH6300: This course is a continuation of the Operative Dentistry (D1) course. This course will expand the student's knowledge of the theory and techniques of operative dentistry. Students will have the opportunity to combine the theoretical understanding and integration of clinical skills with medical science knowledge, develop properly sequenced treatment plans, develop technical skills in operative dentistry through learning more about intra-coronal preparation and restorations in single teeth, develop clinical judgment, perform self-assessments, and develop their professional conduct, attitude and appearance. The course will provide students the opportunity to apply clinical and professional skills in a simulated practice environment.

Oral Medicine I – MDOH5010: The course is designed for students to work in teams to integrate content and concepts from Biomedical and other support courses into the principles of Clinical Medicine and Dentistry. Oral Medicine I is intended to be the initial phase of developing a complete understanding of selected Medical conditions as they apply through the four year education of the dental student**.**

Oral Medicine II – MDOH5530: The course is designed for students to work in teams to integrate content and concepts from Biomedical and other support courses into the principles of Clinical Medicine and Dentistry. The Oral Medicine course is intended to be the initial phase of developing a complete understanding of selected Medical conditions as they apply through the four year education of the dental student**.**

Oral Pathology I – MDOH6800: This course provides a comprehensive overview of the variety of diseases and conditions, which may be encountered in a dental setting. The students should be able to recognize pathological conditions of the oral cavity including oral manifestations of systemic disease in the application of pathologic principles. The course provides an understanding of the etiology, pathogenesis, clinical features encountered and treatment options of the oral cavity and head and neck regions.

Oral Pathology II – MDOH6810: At the end of this course the students will be able to describe the majority of diseases encountered in Oral Pathology I.

Oral Pathology III – MDOH7300: This course will integrate basic pathology principles and the oral pathology learned in Pathology I & II with application to simulated cases in a small group format. Cases will illustrate a variety of clinical signs and symptoms and from these, students will be required to develop a differential diagnosis with progression to a final diagnosis and patient management or referral. The course is designed to apply basic principles of the biomedical sciences to solving clinical problems, emphasizing the development of a differential diagnosis for various signs and symptoms seen orally.

Oral Surgery – MDOH6610: This course is an introductory level didactic presentation of the fundamental concepts of oral and maxillofacial surgery. Emphasis is placed on the fundamental skills of oral surgery which apply to the practice of general dentistry.

Orthodontics – MDOH6690: Basic orthodontic principles, growth and development, manipulation of simple orthodontic appliances.

Pediatric Dentistry I – MDOH6680: This course will introduce and examine the clinical, operative and behavior management issues relating to Pediatric dentistry.

Periodontics I – MDOH5610: This beginning course will focus on the anatomy of the periodontium, the epidemiology and classification of periodontal diseases, the etiology of periodontal diseases, and periodontal pathology.

Periodontics II – MDOH6100: This intermediate course focuses on the application of basic sciences to clinical problems in periodontology. Students will be able to focus on the classification of periodontal diseases, diagnosis and management of periodontal diseases and non-surgical and surgical treatment. Emphasis will be placed on etiology, pathogenesis, treatment modalities and therapeutic and preventive periodontics in a clinical setting. Students will be able to support their treatment decisions with evidence-based literature.

Pharmacology I – MDOH5420: Pharmacology I is a course that emphasizes the basic principles of pharmacology, including therapeutic prototypical drugs and drugs established in clinical practice. Attention will be directed to newly developed drugs, available preparations and dosing regimens, and other pertinent topics. Specific emphasis will be provided for the practice of dentistry when appropriate. The course will refresh dental student's understanding of: 1) general concepts of pharmacology, 2) autonomic pharmacology, and 3) the mechanisms of action, effects, and interactions of antimicrobial, antiviral, antifungal, antineoplastic, and immune pharmacologic drugs used clinically in the practice of dentistry, and drugs in which the practicing dentist may encounter. Stated very simply, we want students to be well informed about the use of drugs in treating patients, but at the level appropriate for the current state of their dental education.

Pharmacology II – MDOH6110: Dental Pharmacology is a course that emphasizes the basic principles of pharmacology, including therapeutic prototypical drugs and drugs established in clinical practice. Some attention will be directed to newly developed drugs, available preparations and dosing regimens, and other pertinent topics. Specific emphasis will be provided for the practice of dentistry when appropriate.

Portfolio Capstone Project I – MDOH7000: The use of a portfolio assessment strategy provides a robust methodology, using both formative (along the way evaluation) and summative (final or end evaluation) assessments and reflective analysis, to help determine attainment of competency at the end of a four-year dental school curriculum.

Portfolio Capstone Project II – MDOH8000: The use of a portfolio assessment strategy provides a robust methodology, using both formative (along the way evaluation) and summative (final or end evaluation) assessments and reflective analysis, to help determine attainment of competency at the end of a four-year dental school curriculum.

Principles of Anatomy – MDOH5050: This course is designed to enhance the student's knowledge and awareness of human anatomy below the level of the neck within the regions of the back, upper extremity, thorax, abdomen, pelvis, perineum and lower extremity. Following this course, the student should be able to describe structure of human gross anatomy, analyze human movement in terms of muscle actions, and apply knowledge to clinical situations from an anatomical perspective.

Principles of Embryology & Histology – MDOH5020: The course studies the developmental, cellular, and tissue organization of the human body including the oral cavity.

Principles of Microbiology – MDOH5070: This course is designed to provide students a basic understanding of medical microbiology, including its sub-disciplines of virology, bacteriology, mycology, parasitology and entomology. More specifically, this course is concerned with the structure, metabolism and genetics of viruses, bacteria, fungi and parasites in relation to their identification and pathogenicity. A major focus of the course is for students to associate specific etiologic agents with their basic structural attributes and with the diseases associated with these agents.

Principles of Pharmacology, Genetics & Pathology – MDOH5110: The course provides an introduction to the principles of three important biomedical disciplines: Genetics, Pharmacology and Pathology.

Radiology Interpretation – MDOH6920: This course provides an overview of dental radiology principles and techniques as they affect radiographic diagnostic outcomes. Topics include x-ray production, radiation biology, selected advanced imaging technologies: cone beam CT, conventional extraoral imaging, classification of facial and dental fractures MRI, SPECT and PET. This course will emphasize radiographic interpretation skill development,

identification of anatomical structures and classification of facial fractures. The student will develop interpretative skills through active participation in a series of challenging interpretative sessions and be able to describe the radiographic characteristics associated with various types of pathology observable within the facial skeleton.

Regulations in Dentistry – MDOH8200: This course will focus on federal, state and local laws, regulations and policies that impact the practice of dentistry.

Regulatory Systems – MDOH5255: This course presents the fundamentals of the structure and function of the nervous systems. The basic anatomy and physiology of the endocrine system as it relates to the useful knowledge base of the dental professional is presented.

Removable Prosthodontics: Complete Dentures – MDOH6320: In this course students will learn and apply the clinical and laboratory skills necessary to create high quality complete dentures as well as nomenclature and concepts relevant to complete denture fabrications.

Removable Prosthodontics: Complete Dentures Lab – MDOH6325: This is the lab for Removable Prosthodontics: Complete Dentures.

Removable Prosthodontics: Partial Dental Prostheses – MDOH6650: This course is designed to teach students a working nomenclature as well as the necessary design principles for fabricating and delivering removable partial dentures (RPDs). Students will design RPDs for all Kennedy classifications, learn and demonstrate necessary intra-oral procedures associated with RPD fabrication, and learn to write laboratory work authorizations for RPDs.

Reproductive System – MDOH5320: This course will concentrate on the embryology, histology, microbiology, pathology and clinical applications of the male and female reproductive systems, including pregnancy and the breast.

Special Care/Geriatric Dentistry – MDOH6900: This course integrates basic disease processes, epidemiology, demographics, treatment planning, and principles of providing dental treatment for individuals with a wide variety of special needs. These include patients with physical, medical, developmental, and cognitive conditions, which limit the patient's ability to receive routine oral care. In addition, this course will provide oral health professionals with tools to assess the needs of older adults, analyze their often complex medical, physical, and social situations, and provide optimum treatment for each individual.

TMD – MDOH6820: The emphasis of this course is the recognition, diagnosis and treatment of the most common temporomandibular disorders.

Treatment Planning – MDOH6950: The purpose of this course is to enable students to develop the logical thought processes needed for comprehensive, problem-oriented treatment planning for adult and medically complex patients. Previous didactic information will be utilized as the student applies this knowledge to the assessment and organization of specific patient data. Students will work in groups to prepare several diagnoses and problem lists needed to plan sequenced treatments. Students will also be provided a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. This course is designed to provide students with a basic understanding of how various medical disorders can affect oral health and the delivery of dental care. In addition to learning basic information about common medical conditions, the student learns the process of risk assessment and treatment planning considerations for patients with typical medical disorders. Emphasis is placed on studying and researching various information resources.

Urinary/Renal System – MDOH5310: A discussion of the fundamental role of the kidneys in maintaining body fluid homeostasis. The material presented will provide a description of renal anatomy including the renal vasculature, the principal components of renal function, intrinsic and extrinsic regulation of renal function and the systemic consequences of impaired renal function.

Electives-Not Required

Primary Care Evaluation and Diagnostics for the Dentist - MDOH6550: This course is designed to provide basic preventative primary care education to dental students in order to improve the management and detection of chronic disease, as well as expanding their physical exam skills and diagnostic capabilities. This will be accomplished through 10 weekly modules to be completed online and 4 labs to be held after 5PM. The course will culminate with a standardized patient encounter which will allow students to apply what they have learned.

Research Elective – MDOH8500: An elective course in which the student will receive credit for completion of a research project related to dentistry or oral public health. Each student will carry out and complete a research project, under the direction of a faculty advisor. Students may collaborate on projects. Enrolled students will meet periodically with faculty and each other to discuss research backgrounds, strategies, difficulties, and ways to meet the challenges of conducting research.

Health Partners-Interprofessional Program: IPHP is designed to allow students to practice interviewing skills, learn about geriatric health issues and assessment resources, and establish a professional relationship with an elder for the purposes of developing knowledge, skills, and positive attitudes necessary for delivering high quality care to older adult patients. In response to national concerns related to improving health care and reducing medical errors, the program also incorporates information and activities that introduce students to interprofessional teamwork and patient safety strategies.

Medical Spanish II – ELEC6212: This 20-hour communication-based course is designed to help medical professionals progress in their ability to communicate with patients in Spanish. Students will practice everyday situations that medical students, pre-professionals, and professionals may encounter in healthcare-related work settings. The course reviews Spanish grammar, introduces essential medical vocabulary, and presents cross-cultural information, all within the context of communicating with Hispanic patients.

ATSU Policies

University Student Handbook

The ATSU University Catalog and University Student Handbook both contain policies relevant to all student. Please check the ATSU Student Handbook for additional information and as referenced throughout this Catalog. The ATSU Student Handbook may be found at: www.atsu.edu/studenthandbook.

Admissions Policies

Transfer Credit

The following criteria must be satisfied in order for transfer of credit application to be considered:

- Submit the completed transfer of credit application to the program chair and include the following:
  - Course syllabi or copy of course catalog with course description.
  - Official transcript documenting successful completion of transfer course(s).
- Course is a graduate level course from a regionally accredited university in the United States.
- Course clearly meets the defined goals and objectives of a specific course being offered by ATSU.
- Student earned a minimum of a B in the course.
- Course was taken no more than 7 years prior to the transfer of credit application completion date (unless otherwise stated in an institutional agreement).
- The transferring course must be equivalent to or greater than the amount of credit assigned to the specified ATSU course.
- No more than 45% of the program's total credits can be accepted as transfer credit (unless otherwise stated in an institutional agreement).

Transfer Credit Applications may be obtained by the student at: https://www.atsu.edu/registrar/documents/transfer_credit_application.pdf. The appropriate ATSU program chair will review the application and make a determination within 30 days of receiving the completed application packet. Once a decision is made by the program chair, the application and all accompanying materials will be forwarded to the Registrar's Office for final review. Once signed and approved by the Registrar's Office, the transfer credit will be processed.

Veteran's Education Benefits

A.T. Still University is approved by the Department of Veterans Affairs to certify the enrollment of students eligible to receive VA educational benefits.

Review of Prior Training Requirement

In the instance where a program accepts transfer credit, this institution will inquire about each veteran's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate.

Many of ATSU's programs require students to provide copies of their official transcripts from all colleges and universities attended as one of the admissions requirements. Student veterans that have been accepted to a program that does not require transcripts from all colleges and universities attended will have to provide these copies to their School Certifying Official. These transcripts beyond the required documents for admission do not have to be official copies.

If you have any questions, please contact your School Certifying Official (SCO):

Missouri Campus
Katie Clay, Assistant Registrar
Registrar's Office
p: 660.626.2356, f: 888.676.6701
e: kclay@atsu.edu

Arizona Campus
Jacqueline Riggins, Records Coordinator
Registrar's Office
p: 480.265.8068, f: 888.676.6701
e: jriggins@atsu.edu

Re-Admission Policy and Procedures

In most instances, students withdrawing from ATSU, regardless of the reason, must apply for re-admission. To apply for re-admission, the applicant should submit the Application for Re-Admission to the Registrar's Office at least one month in advance of the time the applicant wishes to re-enroll (three months are preferred). The Admissions Committee will consider the applicant and may ask for letters of reference, medical documentation, etc., and will review the student's credentials on file with the ATSU Registrar's Office. The Admissions Committee has the right to conduct interviews, secure documentation, evaluate past grades/performance, etc. Since the reason each applicant left is unique, the information required by the Admissions Committee may vary. The Admissions Committee has the right to reject an applicant's request for re-admission. The Admissions Committee will consult with the dean of the college/school to establish placement and academic conditions for re-admission. If a background check is required for your program of study, a new background check will be required.

Former students who have been withdrawn or dismissed from ATSU for greater than two years may be required to complete the admission process used for all new applicants.

Matriculated Student Policies

Matriculation

A student is considered matriculated when a faculty/staff member has confirmed they began attendance during the first week of the term. At that time the student's status is changed to active in the CampusNexus system and they will be considered officially enrolled within the University.

ATSU Credit Hour

This policy sets forth the definition for determining credit hours at A.T. Still University. The purpose of this policy to provide consistency within each program in the calculation of credit hours for didactic (including online), laboratory and clinical courses. ATSU has adopted the semester credit hour. This policy is in adherence with the Higher Learning Commission Policy FDCR.A.10.020-Assignment of Credits, Program Length, and Tuition.

In calculating credit hours, one hour of credit is awarded for:

- 15 instructional hours with anticipated student activity of 2 additional hours per instructional hour for reading, preparing assignments, etc. which is equivalent to 45 hours of student activity.
- 30 course lab hours
- 1 week of clinical rotation
- 60 research hours

Enrollment Status

This policy sets forth the definitions for determining student enrollment status. Eligibility to receive federal financial aid and in-school loan deferment requires students to be enrolled at a minimum of half-time status. Federal guidelines permit graduate schools to establish their own enrollment status definitions.

Programs under the ATSU semester system are defined as follows for each term (fall, spring, and summer terms).

Hours Per Semester	
Full-Time	9 or more semester hours
¾ Time	7-8 semester hours
Half-Time	5-6 semester hours

Programs under the old quarter system remain unchanged and are defined as follows for each quarter.

Full-Time	9 or more quarter credit hours
Half-Time	5 or more quarter credit hours

Enrollment Status Definitions

Continuous Enrollment

Students must maintain continuous enrollment until completion of all graduation requirements. Maintaining continuous enrollment and payment of the associated tuition charge acknowledges both the student's own academic efforts in completion of degree requirements without having to reapply to the University and the student's use of University resources, including facilities and faculty services.

Continuous enrollment must be for a minimum of one-hour credit in the appropriate course designated by the department or school. When no suitable credit registration is available, students may fulfill the continuous enrollment requirement by registration in Continuous Graduate Enrollment CGE700, for no academic credit. Tuition for CGE700 will be charged at the rate of $400/per quarter or $800/semester. The appropriate charge will be assessed for each quarter/semester that the student maintains enrollment until all degree requirements are completed. Tuition assessed under this policy will not be pro-rated.

Online Programs - Course Drop

Online program students are encouraged to contact the academic program to review their academic plan and options when dropping a course. To drop a course, the student must submit a Course Add/Drop Request. A student is not considered officially dropped from a course until this form is submitted and a drop acknowledgement from the Registrar's Office is received. The date of the drop will be the date the form is submitted.

Following is an outline of the grade assigned to students who drop a course. Questions concerning this policy should be directed to the Registrar's Office.

Last day to withdraw without a W appearing on the transcript	First week of the registration period
Last day to withdraw (W grade will be assigned)	Up to 60% of registration period

Absence Policies

Short Term Absence

Students who anticipate missing class for a scheduled medical or personal event, or experience an unexpected emergency absence of 5 consecutive class days, must work directly with the Dean's/Designated Office for approval and to make arrangements to make-up any work missed. For program specific information please refer to instructions located in the school section of the catalog.

Extended Absence – Contract Required

For students who request consideration for a longer absence (defined as a period of time from 6 to 15 consecutive class days) the Extended Absence may be considered.

This request must first be approved by the individual program's dean or designee. Please note a signed contract is required to complete the process. This contract provides structure, uniformity, and communication between student, faculty, program administration, and all Student Services departments.

The contract must be signed and approved by all parties at least 14 days prior to the anticipated absence, or within 48 hours of the onset of an emergency or unexpected circumstance.

No more than one extended absence contract is allowed within a 30-day period. Multiple requests for extended absence contacts within the same academic term will require additional review by the program Dean.

Any absence that will extend beyond the 15th day will require request for approval under the Student Leave Policy. If the official Student Leave request is not approved and the student does not return within the timeframe outlined in the Extended Absence Contract, the student will be administratively withdrawn from the program and must re-apply for admission.

The Extended Absence Request Form may be found at:
https://www.atsu.edu/registrar/documents/extendedabsencerequestform.pdf

Student Leave Policy

For students who anticipate being unable to participate in all course requirements or activities for a period of time beyond 15 consecutive class days, the student must petition for a leave. A Dean may petition on the student's behalf for a leave for students who are experiencing personal or medical circumstances but refuse to petition for a leave and they believe it is in the best interest to go on leave when they have been determined to be a potential threat to themselves or others.

A leave may be requested for medical (physical or mental), including maternity, personal, military deployment (a copy of military orders must be provided), or other, which must be specified. When requesting a medical leave, the student must include documentation from their healthcare provider identifying the condition and anticipated time needed for the leave.

Leaves may be granted for up to 1 year. If the student does not return within the timeframe outlined in the leave, the student will be administratively withdrawn from the program and must re-apply for admission. Approval of leaves is subject to individual program policies. Students taking leave for medical reasons must provide a medical release prior to their return.

In order to return from the leave, a student must notify the Registrar's Office of their intent to return in writing within a time frame specified by the Dean. The Registrar's Office will then work with the program to facilitate the return to classes or clinical rotations.

The student will not be eligible for financial aid while on leave and no enrollment will be reported to defer student loans. A financial services appointment will be required prior to leave approval.

A leave notation will appear on the transcript for the term in which the leave began.

The Student Leave Request Form may be found at:
https://www.atsu.edu/registrar/documents/studentleaverequestform.pdf

Withdrawal from School

Residential Students requesting to withdraw from ATSU must first meet with the dean of their school. After meeting with their dean, they will meet with the Vice President for Student Affairs, the Associate Vice President for Student Affairs, or their designee(s). The Student Affairs Office will provide a link to an online withdrawal form for the student to complete. A student is not considered officially withdrawn until this form is submitted. The date of withdrawal will be the date the form is submitted.

Online program students are required to contact the academic program in order to obtain the web link for the online withdrawal form. A student is not considered officially withdrawn until this form is submitted. The date of withdrawal will be the date the form is submitted.

Reasons why a student might withdraw may include:

1. Medical Withdrawal—Students may have a medical reason that requires a withdrawal. Students may apply for re-admission. The Admissions Committee will determine acceptance, and the dean of the college/school will determine placement in the event of acceptance.
2. External Graduate Student Fellowship Withdrawal-Students who have completed the first two years of a residential program may request to leave ATSU to pursue educational opportunities, such as PhD programs or research fellowships, grants, etc. Advanced study withdrawal may be considered by the Dean of the College/School for a maximum of one year with renewal. Re-admission is guaranteed provided: (1) the student has remained in compliance with ATSU's Codes of Academic Conduct and Behavioral Standards while on leave; (2) the student makes satisfactory academic progress at the sponsoring institution, and (3) the student meets the technical standards for admission. Applicants for an advanced study withdrawal will be required to supply appropriate documentation as determined by the University. Students seeking Advanced Study Withdrawal should initially meet with the Dean of the College/School to discuss the appropriateness of the request. For additional information and required paperwork, please see the External Graduate Student Fellowship Policy located in the ATSU section of the University Catalog.
3. Military Withdrawal-Students whose military obligations may necessitate a period of absence from the academic program when they are called to extended active duty. Re-admission is guaranteed pending proof of compliance with minimal technical standards and the Codes of Academic and Behavioral Conduct. A committee comprising of the Dean of the applicable school, the university CFO, and Vice President for Student Affairs will determine the appropriate actions needed when a Service member ceases their attendance due to a military service obligation. This decision will take into consideration the unique circumstances for each individual Service member. A copy of military deployment orders must be provided.
4. Personal Withdrawal-Students who wish to voluntarily leave ATSU for personal reasons. Students withdrawing from ATSU must apply for re-admission.
5. Administrative Withdrawal-A.T. Still University reserves the right to administratively withdraw students for non-compliance with University policy; non-attendance or participation as required by the student's academic program; failure to fulfill financial, academic or legal obligations; or failure of the student to initiate the official withdrawal process.

Students who are administratively withdrawn will be notified of the action in writing by the University official initiating the withdrawal.

Violations of the University's Code of Academic Conduct or Code of Behavioral Standards will not be addressed under the Administrative Withdrawal policy. Please refer to the University Student Handbook – Disciplinary Sanctions section for additional information.

Following is an outline of the grade assigned to students who withdraw. Questions concerning this policy should be directed to the Registrar's Office.

Last day to withdraw without a W appearing on the transcript	First week of the registration period
Last day to withdraw (W grade will be assigned)	Up to 60% of registration period

Note: For residential cohort based programs, modules completed will have grade earned while modules not completed will receive W grade up to 60% of the registration period.

External Graduate Student Fellowship Policy

Fellowships can enhance the educational experience of graduate students by allowing them to pursue studies according to their own interests and needs. An approved external graduate student fellowship application must be on file prior to beginning the fellowship. No fellowships will be allowed to count retroactively. In order to apply for an approved external fellowship, a student must be in good academic standing and have completed the first two years of a residential program. All A.T. Still University policies apply while on fellowship. Fellowship applications are available in the Dean's Office. A student may select from the following fellowship status options and must designate the selected option on the external fellowship application. Students are responsible for understanding all potential implications their selection may have on their academic status, financial aid, and associated charges.

Options:

1. Receive ATSU academic credit: Fellowship information must be supplied to the dean of the college or school who will determine ATSU fellowship credit hours based on a number of factors including: length of time in weeks, estimated contact hours, and fellowship deliverables. All fellowships receiving ATSU academic credit will receive a Pass/Fail grade. The dean may consider the fellowship as a substitution for elective requirements. Tuition will be charged based on program specific billing. Once credit hours have been determined, please contact the Controller's Office for billing questions. Students receiving ATSU academic credit may be financial aid eligible. Once credit hours have been determined, please contact Financial Services for financial aid questions. Please check with your program to determine if the fellowship will have any impact to your estimated graduation date requiring an extended schedule.
2. No ATSU academic credit received but remains as an active ATSU student: Fellowship information must be supplied to the dean of the college or school who will approve the student's time away and establish a deadline for re-enrollment in ATSU coursework. If the student does not return within the specified timeframe, the student will be moved to a withdrawn status. The student will be assessed a $100 retention fee per semester or a $50 retention fee per quarter or block. The student is enrolled in a 0 credit continuous graduate enrollment course and does not meet the minimum half-time enrollment requirements to be considered for financial aid. Please contact Financial Services for questions regarding loan repayment. If the student receives academic credit for the fellowship at another academic institution, the student may submit a transfer credit request to the dean of the college or school and the credit may be considered for transfer to ATSU and designated on the student's ATSU transcript. The final transfer of credit will be processed upon re-enrollment in ATSU coursework. If the student does not receive academic credit for the fellowship, the student may submit fellowship information to the dean of the college or school and the dean may approve a notation on the ATSU transcript that the student was not enrolled for the specified period of time due to an external fellowship. The notation will appear upon re-enrollment in ATSU coursework.
3. No ATSU academic credit received and withdraws from ATSU: Fellowship information must be supplied to the Dean of the College/School who will approve the student's time away and place the student in an inactive status. A timeframe for reenrollment will be stated and if the student does not return within the specified timeframe, the student will be moved to a withdrawn status. A student in an inactive status is not considered enrolled and cannot be considered for financial aid purposes. Please contact Financial Services for questions regarding loan repayment. If the student receives academic credit for the fellowship at another academic institution, the student may submit a Transfer Credit Application to the dean of the college or school and the credit may be considered for transfer to ATSU and designated on the student's ATSU transcript. The final transfer of credit will be processed upon re-enrollment in ATSU coursework. If the student does not receive academic credit for the fellowship, the student may submit fellowship information to the dean of the college or school; and the dean may approve a notation on the ATSU transcript that the student was not enrolled for the specified period of time due to an external fellowship. The notation will appear upon re-enrollment in ATSU coursework. A student must formally withdraw by submitting the withdraw link (Please refer to the University Catalog – Withdrawal from School section for additional information).

The A.T. Still University External Graduate Student Fellowship Application must be completed and submitted for any of the above options to be put into effect.

Dismissal, Suspension, or Extension of Academic Program Appeal Process

Students have a right to appeal a school's decision to dismiss, suspend, or have their academic program extended. Please check the applicable school section for the appeal policy and process. In the event a school does not have a specific appeal process listed, please follow the guidelines listed here.

A student must appeal the decision in writing to the school dean within seven calendar days of the decision to dismiss, suspend, or extend the student's academic program. The appeal must include a statement of the reason(s) why the action is not appropriate. The dean may choose to meet with the student.

The dean's decision concerning the appeal will be submitted to the student in writing no later than seven calendar days following the receipt of the student's appeal.

The student may appeal the dean's decision in writing to the Senior Vice President for Academic Affairs if new and significant information has been discovered, the student believes there was a process error, or can demonstrate bias affected the decision. The written appeal must be submitted to the Senior Vice President for Academic Affairs within seven days of the dean's decision and must specifically state the new and significant information forming the basis for reconsideration of the dean's decision.

The Senior Vice President for Academic Affairs may choose to meet with the student. Notification of the Senior Vice President for Academic Affairs' decision will be made in writing to the student within seven calendar days following notification of the student's appeal.

Textbooks

There are differences between ATSU's schools in the methods by which textbooks are secured. Due to these variables, students should communicate directly with their program for textbook information.

Financial Information

Standard Academic Progress for Federal Financial Aid

According to the United States Department of Education regulations (34CFR 668.16 and 668.34 and October 29, 2010, Final Federal Register), all students receiving federal financial assistance must meet and maintain satisfactory academic progress. Student Financial Services will review the academic progress of financial aid recipients after each payment period. Satisfactory academic progress (SAP) is measured in terms of qualitative and quantitative standards.

Qualitative Measure

The qualitative measure of a student's progress is measured by cumulative grade point average. The minimum cumulative GPA students must maintain for financial aid is as follows:

Minimum cumulative grade point average for Financial Aid at A.T. Still University of Health Sciences

2.00 for all programs operating on a 4.0 scale

70% for all programs operating on a 100% scale

Quantitative Measure

Maximum Time Frame

Financial aid recipients must complete an educational program within a time frame no longer than 150% of the published length of the educational program. All attempted withdrawn, failed, repeated, and/or transferred credits that apply to a student's program count toward this maximum time limit. For example, a student pursuing a doctorate degree requiring 120 credit hours may attempt up to 180 credit hours before financial aid eligibility is suspended (120

x 150% = 180). A student pursuing a doctorate degree requiring 5100 contact hours may attempt up to 7650 contact hours before financial aid eligibility is suspended (5100 x 150% = 7650).

Pace of Progression

Pace of progression is required to ensure students complete within a maximum time frame and that the pace is measured at each standard review time. Financial aid recipients must maintain a 67% minimum completion rate for attempted credit hours or contact hours. For example, a student pursuing a doctorate degree requiring 120 credit hours may attempt up to 180 hours before financial aid eligibility is suspended (120 ÷ 180 = 67%). A student pursuing a doctorate degree requiring 5100 contact hours may attempt up to 7650 contact hours before financial aid eligibility is suspended (5100 ÷7650 = 67%).

Dropped, failed, and remedial courses for which no credit is received do not count towards credit hours earned but do count toward credit hours attempted. Credit hours for a course are earned by completing and passing the class.

Financial Aid Warning

Failure to meet the minimum academic progress requirements will result in a student being issued a financial aid warning. Students issued a financial aid warning will have one payment period to correct a progress problem due to qualitative or quantitative standards. Students will be notified of their status in writing via ATSU email. Students issued a financial aid warning will have an opportunity to file an appeal to request financial aid probation prior to the upcoming standard review time, which is at the end of each payment period (information for this process will be included in the financial aid warning email notification).

Financial Aid Probation

If a student appeals his or her financial aid probation status and the appeal is approved, that student is put on financial aid probation for one payment period. A student may receive federal financial aid while on financial aid probation if he or she meets the terms of his or her appeal decision. If a student fails to meet SAP standards during the term of financial aid probation, he or she may request an additional appeal.

Financial Aid Suspension

Students who fail to meet the requirements of the financial aid warning or do not appeal their financial aid probation status are placed on financial aid suspension and are not eligible for federal financial aid. These students will receive written notification to their ATSU email account of their failure to comply and that future federal aid will be canceled.

Appeal Procedure

Students who have been issued a financial aid warning may submit a written appeal to the Associate Director for Student Financial Services for reinstatement of eligibility prior to the start of the next payment period. Occasionally, extenuating circumstances contribute to their inability to meet the requirements for satisfactory progress. Extenuating circumstances include, but are not limited to, the following:

- Death of an immediate family member
- Severe injury or illness of the student or an immediate family member
- Emergency situations such as fire or flood
- Legal separation from spouse or divorce
- Military reassignment or required job transfers or shift changes

Students who have extenuating circumstances may appeal using the following procedure:

1. Submit a completed appeal form (included in the financial aid warning notification). Student will be notified if additional supporting documentation is required.
2. Appeal packet is presented to the Satisfactory Academic Progress (SAP) Committee for consideration.

3. Student is notified via ATSU email of the SAP Committee's decision and recommendations.

Students whose appeal is denied must establish eligibility by completing courses without federal aid in one or more payment periods at ATSU until the cumulative GPA and/or completion rate meet the required standard before any additional federal aid will be disbursed.

Reinstatement

Federal financial aid may be reinstated when one of the following conditions has been met:

1. The student completes courses without federal aid in one or more payment periods at ATSU until the cumulative GPA and/or completion rate meet the required standard.

OR

2. The student files an appeal and the SAP Committee approves the appeal. **It is the student's responsibility to notify Student Financial Services when reinstatement conditions have been met.**

Tuition Payment Policy (ATSU Policy #50-112: Student Account Collection)

A. All ATSU programs' tuition, educational supply, and equipment fees are due and payable by the first day of each term. The controller's office will receive tuition payments and make refunds as necessary.
B. Students enrolled in online programs may opt for a payment agreement with 50% due the first day of the term and the remaining 50% due 5 weeks after the first day of the term. An administrative fee will be charged each academic term for this payment plan. For programs that have payment per program, payment in full is due prior to the start of the program or per the payment agreement on a quarterly payment schedule. The controller's office will receive tuition payments and make refunds as necessary.
C. Lenders will be requested to forward all funds to the University by electronic funds transfer (EFT). Where necessary, lenders will be requested to make checks co-payable to the University and the student. The controller's office will process such funds on a bi-weekly basis and post to the student's account. Funds credited in excess of the tuition, late charges (where applicable), educational supply fee, short-term and emergency loans will be refunded to the student.
D. Federal Perkins, Primary Care Loan and other institutional award funds will be applied directly to the student's account with any overpayment refunded to the student or returned to the lender to prevent an over award.
E. Students who apply for Direct Loans (subsidized and/or unsubsidized), or GRAD PLUS will not be subject to the late payment fee if the following conditions are met:
    a. A properly completed master promissory note (MPN) is submitted to student financial services at least 30 days prior to the tuition due date. Students accepted into the first-year class less than 30 days prior to the due date have 30 days following acceptance to make application for loans; and
    b. The student is eligible for the loan for which he/she applies.
F. If a student chooses a lender which disburses funds by check only, the student must make a tuition payment within three (3) business days after notification the loan check is available.
G. A late payment fee will be assessed on past due amounts at the rate of eighteen percent (18%) per annum, beginning the fourth (4th) business day after the due date. A service charge of $25 for returned checks will be assessed. Any waiver of the late payment fee applies only to the amount applied for on eligible loans or payable from approved third-party sources.
H. Students owing balances for the previous academic term will be required to pay past due amounts and late charges before registration for the next term.
I. The University will withhold all official transcripts under the following circumstances:
    a. There is an outstanding balance due the University for tuition, fees, short-term or emergency loans, or any other amount due the University unless satisfactory arrangements have been made in accordance with paragraph J. of this general order.
    b. There is a default on any student loan obtained through the University.

c. In the event it becomes necessary to engage an attorney and/or collection agency to secure collection of any debt owed to ATSU by a student or former student, fees charged for these services will be the responsibility of the debtor.

J. In the event an ATSU scholar award recipient does not complete their education at ATSU, the scholar award must be repaid to ATSU under one of the following options:
   a. Repayment in full within three (3) months of the date of withdrawal/dismissal with no interest charge.
   b. If not paid in full under option J.1 above, the balance is due in twelve (12) monthly installments plus interest based on the prime rate at a local Kirksville bank as of the date of withdrawal/dismissal and will begin accruing on same date.
   c. If a repayment agreement is not established or becomes sixty (60) days past due, the remaining balance will be referred to a collection agency; and the former student will be responsible for all related costs the University incurs that are associated with collecting the debt.

Tuition Refund Policy

A student who officially withdraws from any program or course while at ATSU must complete either an ATSU Withdrawal/Exit Process form (please contact your academic advisor) or an ATSU Course Add/Drop Request. The following information, also, applies to students who are administratively withdrawn or dismissed from a program.

1. For a student withdrawing from an ATSU program with tuition based on the program and not per credit, the following refund policy applies:
   a. Withdrawal prior to logging into the first course, tuition will be refunded minus a $500 administrative fee.
   b. Withdrawal after logging into the first course or thereafter, the tuition refund will be prorated based on the date of withdrawal minus a $500 administrative fee.
   c. For a student withdrawing from an ATSU residential or online pay per credit program or dropping a course from an online pay per credit course and does so by the end of the eighth calendar day of the term, 100% of the tuition and educational supply fee will be waived. Any equipment fees will be waived if the equipment is returned to the school in the condition in which the student received it. Otherwise, a student's eligibility for a refund will be determined by one of the two following formulas.
2. Refunds for students withdrawing from the Postgraduate Certificate in Psychiatry & Behavioral Health Program (online) will only be approved ONLY if the student has not yet logged in to the Flat World® online platform and has submitted the ATSU Course Add/Drop Request within 8 days of course registration.

Institutional Refund Policy

For students who did not receive federal financial assistance, ATSU adheres to the Return of Title IV funds formula. Please see the Return of Title IV Funds Formula section of this catalog for more details.

Return of Title IV Funds Formula

If a Title IV recipient withdraws during a payment period, the institution must calculate the amount of Title IV funds that was unearned by the student. Unearned Title IV funds will be based on how many calendar days are remaining in the payment period divided by the total number of calendar days (or contact hours) in the payment period. Unearned Title IV funds must be returned to Title IV programs, up to 60% of the payment period for which the student was charged tuition/fees and equipment charges. After 60% of the payment period, the student will have earned all Title IV funds for that payment period; and no financial returns or refunds will be made.

For example, if a student paid tuition, fees, and equipment charges (if applicable) with Title IV funds for 174 calendar days, but withdrew after 87 calendar days, the percentage of Title IV funds earned would be 50.0%.

Unearned Title IV funds would be 50.0%. Therefore, ATSU would have to return 50.0% of all Title IV funds to the lender.

- Tuition, fees, and equipment charges paid with Title IV funds for 174 calendar days = $30,602.00
- Calendar days attended by the student = 87
- Calendar days remaining in the payment period = 87 (174 - 87)
- 87 ÷ 174 = 50.0% (Percentage of Title IV funds unearned)
- 50.0% of $30,602.00 = $15,301.00 (Unearned Title IV funds)

ATSU repays to the lender = $15,301.00. The funds must be paid back to the federal loan programs in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal GradPLUS Loan

Requirements for Return of Tuition Assistance (TA) Funds

All Tuition Assistance (TA) Funds will be returned directly to the military service, not to the service member up to the start date, 100% of all TA funds will be returned to the appropriate military service when the service member fails to: begin attendance, start a course (regardless if the student starts other courses), or the course is cancelled. All Tuition Assistance (TA) funds will be returned according to the university's institutional refund policy. A committee comprising of the Dean of the applicable school, the university CFO, and Vice President for Student Affairs will determine the appropriate actions needed when a Service member ceases their attendance due to a military service obligation. This decision will take into consideration the unique circumstances for each individual Service member, with the goal of no student debt for the returned portion.

Tuition Reduction for Decelerated Student

Students on an extended graduation date schedule will pay 50% of normal tuition, and 100% of normal educational supply fees for each extended year. If the graduation date is not extended, the student will pay for repeat courses along with normal tuition and educational supply fees.

Example: Student "A" began as a 2018 KCOM graduate. However, it was determined that she or he needed to have his or her graduation date extended to 2019. Therefore, she or he will be billed for four years of normal tuition and one year of 50% tuition.

Tuition will be billed twice each academic year, beginning in the 2014-15 year.

The two examples apply for a four-year program of study:

Example #1 Student Decelerates in First Semester of First Year of Study:

Program Year (Example of 4-year program)	Tuition Regular Schedule	Tuition Decelerated Schedule
Year 1	1st Disbursement = 50%	1st Disbursement = 50%
	2nd Disbursement = 50%	2nd Disbursement = 50%
Year 2	1st Disbursement = 50%	1st Disbursement = 25%
	2nd Disbursement = 50%	2nd Disbursement = 25%
Year 3	1st Disbursement = 50%	1st Disbursement = 50%
	2nd Disbursement = 50%	2nd Disbursement = 50%
Year 4	1st Disbursement = 50%	1st Disbursement = 50%
	2nd Disbursement = 50%	2nd Disbursement = 50%
Year 5	N/A	1st Disbursement = 50%
	N/A	2nd Disbursement = 50%
Total Tuition Charged upon anticipated completion of	400%	450%

program

Students will receive 100% of all eligible living expenses for each disbursement period.
The educational supply fee will be charged at the full amount for every year enrolled in the program.

Example #2 Student Decelerates in Second Semester of Second Year of Study:

Program Year (Example of 4-year program)	Tuition Regular Schedule	Tuition Decelerated Schedule
Year 1	1st Disbursement = 50%	1st Disbursement = 50%
	2nd Disbursement = 50%	2nd Disbursement = 50%
Year 2	1st Disbursement = 50%	1st Disbursement = 50%
	2nd Disbursement = 50%	2nd Disbursement = 50%
Year 3	1st Disbursement = 50%	1st Disbursement = 25%
	2nd Disbursement = 50%	2nd Disbursement = 25%
Year 4	1st Disbursement = 50%	1st Disbursement = 50%
	2nd Disbursement = 50%	2nd Disbursement = 50%
Year 5	N/A	1st Disbursement = 50%
	N/A	2nd Disbursement = 50%
Total Tuition Charged upon anticipated completion of program	400%	450%

Students will receive 100% of all eligible living expenses for each disbursement period.
The educational supply fee will be charged at the full amount for every year enrolled in the program.

Debts Owed to ATSU

Fees and expenses charged by an attorney or collection agency to secure payment of any debt owed to ATSU by a student or former student will be the responsibility of such student or former student.

Funding Your Education

Investing in your future as a student is one of the most important steps you will take in your life. ATSU can help you put together a financially sound aid package that will let you focus on your education instead of worrying about how you will finance it. Scholarship opportunities are also available and are awarded to students in recognition of academic achievement, leadership, or financial need.

Let the Student Financial Services Department help you put together a financial plan so you can concentrate on your academics. Please email Student Financial Services at financialaid@atsu.edu, call 1.866.626.2878 ext. 2529, or visit the website at http://www.atsu.edu/financial-aid for more information.

Student Records

Transcripts and Records

Permanent education records maintained by the University are the responsibility of the Registrar. Transcripts of academic records will contain only information regarding academic status. In cases where disciplinary action leads to the student's ineligibility for re-enrollment into the University (suspension or expulsion), disciplinary action will become a part of the permanent academic record. Disciplinary records or information from such records will be made available to persons outside of the University only on the formal written request of the student involved or as otherwise allowed by law or regulation.

Academic records and financial aid records or information from such records will be used by University personnel who have legitimate responsibility for this student's personal welfare and when necessary to the discharge of their official duties.

Financial assistance records will be maintained by the University only so long as the student (or graduate) has a promissory note or notes outstanding through a University loan program. Except for the purpose of official audits, financial assistance records will be made available to persons outside the University only upon the formal written request of the student (or graduate) involved or as otherwise allowed by law or legislation.

Student health records will be maintained by the University as prescribed by professional ethics and federal and state laws.

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), students will be permitted to review their educational records within 45 days of written request to the registrar. Also, students may restrict disclosure of directory information by completing a "Nondisclosure of Directory Information Form" available from the Registrar's Office. The FERPA restriction will remain in effect until the Registrar's Office is notified in writing to remove the restriction. The following items are designated as "Directory Information": name, address, telephone number, email address, dates of attendance, class, name of spouse, previous institution(s) attended, major field of study, awards, full time/part time status, degree(s) conferred (including dates), class schedule/roster, and photographs.

In compliance with FERPA regulations, an official or unofficial transcript of record will be transmitted to a second or requesting party only on written request of the current or former student. The required transcript release may be authorized through the National Clearinghouse's online transcript services website: http://www.getmytranscript.org. If a student who has completed more than one academic program at ATSU submits a transcript request, the transcript records for all programs will be issued.

All employees of ATSU are required to read and sign the ATSU Staff Handbook which addresses FERPA. Annually employees are asked to review FERPA and the online FERPA tutorial during the annual employee training. In addition, the Registrar's Office will periodically send FERPA reminders and information through a variety of distribution methods.

Students who have not discharged their financial and other obligations to this University shall not have transcripts or recommendations made available until such obligations are met.

If the University has knowledge that a student or graduate is in default on a federal, state, outside agency, or institutional loan or service obligation, the University will withhold all official transcripts, National Board scores, and letters of recommendation for internships, residencies, employment, staff privileges, specialty certification, and licensing. Students who fail to satisfactorily discharge their obligations to the University prior to the date of graduation and who have failed to do so following graduation shall not have the privilege of having transcripts, other records, or recommendations sent to any institution or entity until such debts are paid.

Questions concerning records and grades should be brought to the Registrar's Office, 660.626.2356 or registrarsoffice@atsu.edu.

Professional Rights, Responsibilities, and Conduct

Copyright Infringement Policies and Sanctions (Including Computer Use and File Sharing)

The use of copyrighted materials for instructional purposes must be done in compliance with U.S. copyright law. For information on the correct use of copyrighted materials, please see the A.T. Still Memorial Library Copyright Policy for Course Readings and Reserves at http://guides.atsu.edu/ld.php?content_id=201180.

Unauthorized distribution of copyrighted materials, unauthorized peer-to-peer file sharing, and illegal downloading or unauthorized distribution of copyrighted materials using the University's information technology system, are

considered violations of the institution's Code of Academic Conduct (see the University Student Handbook). Students found guilty of such behavior are to subject to sanctions including, but not limited to, reprimand, probation, suspension, dismissal, disciplinary consultation, as well as other sanctions deemed appropriate by the University.

Unauthorized distribution of copyrighted materials, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities, which are summarized below.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also asses costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Student Health Insurance

ATSU requires that all students enrolled in a RESIDENTIAL program maintain comprehensive health insurance coverage. Coverage must be maintained throughout the duration of enrollment. Failure to maintain continuous health insurance coverage may result in disciplinary action including possible suspension and/or dismissal.

There are no specific requirements for the health insurance policy. Students are given the flexibility to select a plan that best meets their healthcare and financial needs. Applying for health insurance, waiting for acceptance, and then waiting for coverage to begin often takes three weeks or longer to complete. Do not wait until the last minute to purchase health insurance coverage.

Students must notify the Registrar's Office of any changes in health insurance providers by completing and submitting the Proof of Health Insurance Form that is located on the Registrar's Office website at www.atsu.edu/registrar/health_insurance.

Non-discrimination Policy

Prohibition of Discrimination, Harassment, and Retaliation (ATSU Policy #90-210)

Purpose

The purpose of this general order is to provide an employment and learning environment at A.T. Still University of Health Sciences ("ATSU" or "the University") free from discrimination, harassment, and retaliation. Discrimination, harassment, or retaliation by anyone–managers, administrators, supervisors, co-workers, students, or non-University personnel including clients, vendors, and suppliers–on the basis of race, color, religion, ethnicity, national origin, sex (including pregnancy), gender, sexual orientation, gender identity, age, disability, veteran status, or any other status protected by applicable law is a violation of University policy and is prohibited by the University.

Policy

ATSU does not discriminate on the basis of race, color, religion, ethnicity, national origin, sex (including pregnancy), gender, sexual orientation, gender identity, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and activities. Dating violence, domestic violence, sexual assault (e.g. non-consensual sexual contact/intercourse), stalking, harassment, and retaliation are forms of discrimination prohibited by ATSU.

Any person who witnesses or has knowledge of incidents of discrimination, harassment, retaliation, or any other situation prohibited by this policy, should report such information to the persons listed in this general order. All reporting parties are protected from adverse action or retaliation under the provisions of this policy and by ATSU Policy No. 10-216: Whistleblower. Good faith reports, even if erroneous, will not result in punitive action. Deliberately false and/or malicious accusations of harassment are just as serious an offense as harassment and will be subject to appropriate disciplinary action.

To report violations of ATSU's nondiscrimination policies, request information, or for assistance filing a police report, contact the following persons:

Contact Information

Employees, members of the public, or beneficiaries should contact:

Arizona Campus
Tonya Fitch
Director of Human Resources
Deputy Title IX Coordinator
5850 East Still Circle
Mesa, AZ 85206-3618
480.219.6007
tfitch@atsu.edu

Missouri Campus
Donna Brown
Assistant Vice President of Human Resources
Deputy Title IX Coordinator
800 West Jefferson Street
Kirksville, Missouri 63501
660.626.2790
dbrown@atsu.edu

Students should contact:

Arizona Campus
Beth Poppre
Associate Vice President for Student Affairs
Deputy Title IX Coordinator
5850 East Still Circle
Mesa, AZ 85206-3618
480.219.6026
bpoppre@atsu.edu

Missouri Campus
Lori Haxton
Assistant Vice President for Student Affairs
Deputy Title IX Coordinator
800 West Jefferson Street
Kirksville, Missouri 63501
660.626.2236
lhaxton@atsu.edu

Alternately, discrimination complaints, reports, or questions may be directed to the ATSU Title IX Coordinator:

Joe Vincent
Title IX Coordinator
800 West Jefferson Street
Kirksville, MO 63501
660.626.2113
titleix@atsu.edu

ATSU Campus Security

Arizona Campus:
Emergency - 911 (off-campus)
Emergency -911 (on-campus)
Security Office - *7 (on-campus)
Non-Emergency Security - 480.341.9075
Mesa Police Department - 480.644.2211, opt. 2

Missouri Campus:
Emergency - 911 (off-campus)
Emergency -911 (on-campus)
Security Office - 33 (on-campus)
Non-Emergency Security - 660.626.2380/660.349.9513
Kirksville Police Department - 660.785.6945

On-campus confidential resources are available for students through:

ATSU Counseling Services

Arizona campus
Art Matthews
480.219.6170
amatthews@atsu.edu

Missouri campus
Thom Van Vleck
660.626.2424
tvanvleck@atsu.edu

To anonymously and confidentially report situations or behavior that compromises the University's integrity, call our 24-hour service at 1-855-FRAUD-HL or use our secure online reporting form at http://www.fraudhl.com. Reference our Company ID ("ATSU") when making a report.

Off-campus counseling and victim support is available through:
National Sexual Assault Hotline – 800.656.4673
Victim Support Services, Inc. (Missouri) – 660.665.1617
Mesa Victim Services Unit (Arizona) – 480.644.4075

Complaints regarding potential violations of Title IX, the Clery Act, or Title VII may be directed to:

Title IX and Clery Act:

U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
816.268.0550
816.268.0550 fax
ocr.kansascity@ed.gov

Title VII:

U.S. Equal Employment Opportunity Commission
Robert A. Young Federal Building
1222 Spruce Street, Room 8.100
St. Louis, MO 63103
800.669.4000
314.539.7894 fax
800.669.6820 TTY

Anti-Harassment

1. Prohibited conduct includes unwelcome conduct, whether verbal, non-verbal, physical, or visual, that is based on or relates to an individual's race, color, religion, ethnicity, national origin, sex (including pregnancy), gender, sexual orientation, gender identity, age, disability, veteran status, or any other status protected by applicable law, and
    a. Has the effect of creating a hostile environment;
    b. Has the effect of unreasonably interfering with an individual's work or student's performance; or
    c. Otherwise adversely affects an individual's employment or education opportunities.
2. A hostile environment is any situation in which there is harassing conduct sufficiently severe, pervasive, or objectively offensive to alter the conditions of employment or limit, interfere with, or deny educational benefits or opportunities, from both a subjective (the alleged victim's) and an objective (a reasonable person standard) viewpoint.
3. The determination of whether an environment is "hostile" will be based upon the circumstances, including:
    a. The frequency of the conduct;
    b. The nature and severity of the conduct;
    c. Whether the conduct was physically threatening;
    d. Whether the conduct was humiliating;
    e. The effect of the conduct on the alleged victim's mental or emotional state;
    f. Whether the conduct was directed at more than one person;
    g. Whether the conduct arose in the context of other discriminatory conduct;
    h. Whether the conduct unreasonably interfered with the alleged victim's educational or work performance;
    i. Whether the statement is an utterance of an epithet which engenders offense in an employee or student, or offends by mere discourtesy or rudeness
    j. Whether the speech or conduct deserves the protections of academic freedom or the First Amendment of the U.S. Constitution.

4. Examples of prohibited conduct include but are not limited to: jokes, epithets, slurs, insults, negative stereotyping, written or graphic material (including emails), or any threatening or intimidating acts, that denigrate or show hostility toward an individual and that relate to race, color, religion, ethnicity, national origin, sex (including pregnancy), gender, sexual orientation, gender identity, age, disability, veteran status, or any other status protected by applicable law.
5. Prohibited behavior also includes any unwelcome behavior of a sexual nature such as sexual advances and propositions; requests for sexual favors; sexual jokes, comments, suggestions, or innuendo; foul or obscene gestures or language; display of foul, obscene, or offensive printed or visual material; unwelcome physical contact of a sexual nature, such as bodily contact with the breast, groin, or buttocks; patting, pinching, hugging, or brushing against another individual's body; and any other unwelcome verbal, non-verbal, physical or visual conduct of a sexual nature where:
    a. Submission to such conduct is an explicit or implicit condition of employment or education; or
    b. Submission to or rejection of such conduct is used as a basis for employment-related or academic-related decisions such as a promotion, discharge, performance evaluation, pay adjustment, discipline, work assignment, or any other condition of employment or career development or academic development; or
    c. Such conduct has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, abusive, or offensive working or educational environment.
6. Non-consensual sexual contact and non-consensual sexual intercourse are explicitly prohibited by this policy.
    a. Non-consensual sexual contact is any unwelcome intentional sexual touching, however slight, with any object, by a man or woman upon a man or woman.
    b. Non-consensual sexual intercourse is any unwelcome sexual intercourse, however slight, with any object, by a man or woman upon a man or woman, without consent and/or by force.
    c. Consent is clear, knowing, and voluntary. It may be given by words or actions, but silence itself cannot be interpreted as consent. Consensual words or actions create mutually understood, clear permission regarding willingness to engage in sexual activity.
    d. Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation, and coercion that overcome resistance or produce consent.
    e. Sexual activity with someone whom one knows to be, or based on the circumstances should reasonably have known to be, mentally or physically incapacitated, constitutes a violation of this policy.
7. This policy applies universally to all University employees and students in their dealings with each other and to all University employees and students in their dealings with third parties. Any University employee or student who violates this policy will be subject to corrective action up to and including termination or dismissal. University employees or students may be disciplined, up to and including termination or dismissal, for engaging in behavior that is disrespectful, disruptive, or otherwise prohibited by this policy, regardless of whether that behavior constitutes harassment prohibited by law.

Discrimination, harassment, and retaliation grievance procedures

1. Any individual who feels he/she has witnessed or experienced behavior prohibited by this policy, or who has questions, concerns, or information regarding violations of this policy, should immediately report the circumstance(s) or incident(s) to his or her supervisor or one of the contact persons described in this policy.
2. Upon receipt of a report of discrimination, harassment, or retaliation, the University will conduct a prompt, thorough, and impartial investigation, evaluating all relevant information and documentation relating to the report.
    a. If a report is made, an ATSU investigator will meet with the reporting party to discuss the allegations and/or circumstances. The objectives of this initial meeting will be to reduce the report to writing, stop the harassment, prevent its recurrence, and take steps to remedy its effects in the interim.
    b. If, following this meeting, it is determined no potential policy violations exist, the investigator will produce a report stating such conclusion, including all elements of the initial meeting and interim remedial steps taken.

c. Interim remedial steps may include course or work adjustments, no contacts orders, temporary suspension of the alleged perpetrator, or any other reasonable measure to facilitate the end and prevention of harassment.
d. If, after an initial meeting between an ATSU investigator and a reporting party, it is determined any part of this policy may have been violated, a full investigation will be conducted. Investigators will be appropriately trained and will not have a conflict of interest or bias against the reporting party or respondent. Such investigation will be concluded promptly, typically within ten business days of the receipt of the report by the appropriate personnel. Investigations may, however, take longer based on a number of factors and variables, such as: the nature and detail of the notice received, the complexity of the investigation, and the cooperation level of the parties and witnesses. In almost all cases, investigations will be completed within sixty business days, though this timeline may be extended for appropriate cause as determined by the investigator.
e. The parties will be regularly updated as to the projected timeline for completion of the investigation. During the process, the reporting party and respondent will be given timely notice of any meetings at which either or both may be present, and will have equal opportunity to present witnesses, provide evidence, and have others present, including an advisor of their choice. The reporting party, respondent, and appropriate officials will be given timely and equal access to information to be used during informal and formal disciplinary meetings and hearings.
f. Investigators use the "preponderance of evidence" (more likely than not) standard when determining whether or not there is a violation.
g. Simultaneous written notice to the parties describing the findings of the investigation, including determination of responsibility and sanctions, and available appeal procedures, will occur within five business days of the completion of the investigation.
h. Sanctions for employees may include a disciplinary warning to be added to the employee's permanent file, probation, suspension with or without pay, and/or termination.
i. Sanctions for students may include reprimand, a disciplinary warning to be added to the student's permanent file, probation, suspension, and/or dismissal.
j. The parties will have the right to appeal within five business days of receiving the findings. If the appeal is not timely or substantively eligible, the original findings and sanctions will stand, and the decision will be final. If the appeal has standing, the documentation will be forwarded for consideration. The party requesting the appeal must show error as the original findings and sanctions are presumed to have been decided reasonably and appropriately. The only grounds for appeal are:
k. A procedural (or substantive) error that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures).
l. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original findings or sanctions. A summary of this new evidence and its potential impact must be included.
m. The sanctions imposed are substantially disproportionate to those previously imposed for similar violations. Right to appeal under this provision is for the responding party only. No other party has the right to appeal sanctions.
n. Upon receipt of a written appeal, an appellate panel consisting of three members of the ATSU Equity Grievance Pool (EGP) will be selected to rule on the appeal.
o. EGP members are appointed by the ATSU President.
p. EGP members include the Title IX administration team, two faculty members nominated by ATSU Faculty Senate, two students nominated by the University Student Association, and two (2) staff members nominated by the University Staff Council.
q. The appellate panel will rule on the appeal within fifteen business days. Any extension of time beyond fifteen business days will be communicated to both parties along with an updated timeframe for the ruling.
r. Any sanctions imposed at the conclusion of an investigation will remain in effect during the appeals process.

s. In the event an appeal is upheld by the appellate panel, the panel's report will be submitted to the investigators for redetermination based on the panel's findings. Written notice to the parties describing the revised findings of the investigation, including determination of responsibility and sanctions, will occur within five business days of receipt of the appellate panel report.

Anti-retaliation

1. The University will not retaliate against, nor permit retaliation against, any individual who opposes discrimination or harassment, makes a complaint of discrimination or harassment, and/or participates or cooperates in a discrimination or harassment investigation, proceeding, or hearing.
2. Examples of retaliation:
    a. After a whistleblowing incident, an employee may suddenly find they are being assigned to different duties or even moved into a different position. The new role often involves duties that are below the employee's capabilities or even demeaning in nature. The supervisor may make the new role as difficult as possible by harshly critiquing results or implementing unreasonable time constraints for completing projects. The supervisor may also limit access to resources the employee needs to complete her assigned tasks.
    b. Employers may retaliate by excluding the employee from normal activities, attempting to create a sense of isolation. A supervisor may refuse to invite the employee to an important meeting or a social activity such as a group luncheon or outing. She may also exclude the employee from training sessions that could enhance the employee's job performance or opportunity for advancement. Exclusion can occur by relocating the employee to an area where she has little contact with other workers.

Amnesty for drug/alcohol possession and consumption violations

1. ATSU strongly encourages students and employees to report potential violations of this policy. Therefore, good faith reporters to appropriate authorities regarding potential violations will not face University disciplinary action for their own drug/alcohol possession or consumption in connection with the reported incident.
2. Amnesty for persons making a report in good faith does not include substance abuse counseling and/or rehabilitation which may be necessary for employees or students with clinical responsibilities or patient contact.

Responsibility

1. The assistant vice president of human resources and the director of human resources are responsible for responding to and monitoring all complaints of discrimination, harassment, or retaliation from employees.
2. The vice president for student affairs and the associate vice president for student affairs are responsible for responding to and monitoring all complaints of discrimination, harassment, or retaliation from students, members of the public, or beneficiaries.
3. The Title IX coordinator is responsible for all sex- and gender-based harassment and discrimination awareness, prevention, training, monitoring, reporting, investigation, and resolution at ATSU.

A. T. Still University's policy prohibiting discrimination, harassment, and retaliation (ATSU Policy #90-210) may also be found at: www.atsu.edu/prohibition-of-discrimination-harassment-and-retaliation.