2026-27 Quarterly Addendum No. 1

Effective October 1, 2026

ATSU | A.T. Still University

FIRST IN WHOLE PERSON HEALTHCARE

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Welcome

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
Chancellor

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.

Catalog Effective Date

The effective date of the 2026-27 Catalog is June 1, 2026. This catalog expires on May 31, 2034.

The curriculum outlined within this catalog represents the requirements for students beginning their program of study during the 2026-27 academic year and remains valid for the duration of the student's academic experience.

Academic Calendar

View the 2026-27 University academic calendar.

Contact Us

ATSU Campus Locations

Arizona Campus
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Mesa, AZ 85206
480.219.6000

California Campus
1075 E. Betteravia Rd., Ste.201
Santa Maria, CA 93454
805.621.7651

Note: Effective September 2026, the California Campus will relocate to: 651 Tank Farm Road

San Luis Obispo, CA 93401

Missouri Campus
800 W. Jefferson Street
Kirksville, MO 63501
660.626.2121

ATSU Admissions

Residential Admissions
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HR - Arizona Campus
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ATSU Student Affairs

Deanna Hunsaker, DHEd, MBA
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dhunsaker@atsu.edu

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. The content, assessment methods, grading scale, and method of delivery of courses may sometimes need to be modified from what is stated in this Catalog and courses may even be delayed or cancelled.

Students are also required to thoroughly review the University Student Handbook for important additional policies, procedures, requirements, and services.

A.T. Still University's policy prohibiting discrimination, harassment, and retaliation (ATSU Policy #90-210), may be found in its entirety within the **ATSU Policies** section.

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

ATSU Information

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. The University is committed to continuing its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

Tenets of Osteopathic Medicine

- The body is a unit; the person is a unit of body, mind, and spirit;
- The body is capable of self-regulation, self-healing, and health maintenance;
- Structure and function are reciprocally related; and
- Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Application of these tenets is whole person healthcare.

Core Professional Attributes

Emblematic of our mission and values, the Core Professional Attributes (CPAs) are a set of five cross-curricular meta-skills inherent to all A.T. Still University graduates. The CPAs enable graduates to select, adapt, and apply their discipline-specific knowledge and skills to varying situations, enhancing competence and improving outcomes across all aspects of their roles as healthcare professionals.

- Critical Thinking
- Interprofessional Collaboration
- Cultural Proficiency
- Social Responsibility
- Interprofessional Skills

ATSU - One University, Seven Schools

Established in 1892 by Andrew Taylor Still, DO, the founder of osteopathy, A.T. Still University of Health Sciences (ATSU) began as the nation's first college of osteopathic medicine and has evolved into a leading university of health sciences, with a rich history in education and osteopathic healthcare. Today, ATSU offers master's degrees across multiple health sciences disciplines and doctorates in osteopathic medicine, dental medicine, athletic training, audiology, health administration, health education, health sciences, medical science, nursing, occupational therapy, and physical therapy.

ATSU provides graduate and professional programs in healthcare fields across three campuses in Kirksville, Missouri; Mesa, Arizona; and San Luis Obispo, California, on more than 200 acres with seven prestigious schools. Learning environments include residential and online medical degree opportunities as well as community-based partnerships worldwide. ATSU has more than 800 full-time employees dedicated to its not-for-profit mission and an average annual enrollment of over 3,800 students, with approximately 160 non-resident students from more than 29 countries.

ATSU is known for its preeminence as a multidisciplinary healthcare educator. The University focuses on integrating the founding tenets of osteopathic medicine with advancing scientific knowledge. 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 healthcare education and correlated research.

ATSU instills in students the 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.

Arizona School of Dentistry & Oral Health – Mesa, AZ

Arizona's first dental school, the Arizona School of Dentistry & Oral Health (ATSU-ASDOH) began addressing the nation's oral healthcare needs in 2003. ATSU-ASDOH students are encouraged to become caring, community-minded healthcare leaders who serve those in need. Students learn through a strong foundation of critical inquiry, evidence-based practice, research, cultural competency, an orientation to prevention, and interdisciplinary healthcare experiences.

Arizona School of Health Sciences – Mesa, AZ

In 1995, A.T. Still University's Arizona School of Health Sciences (ATSU-ASHS) began educating compassionate health sciences professionals while integrating the tenets of osteopathic medicine and advancing whole person healthcare. With residential and online offerings, ATSU-ASHS' programs include athletic training, audiology, medical science, occupational therapy, physical therapy, physician assistant studies, and speech-language pathology.

College for Healthy Communities – Santa Maria, CA

A.T. Still University's College for Healthy Communities (ATSU-CHC), located in Santa Maria, California, and moving to a new campus in San Luis Obispo fall 2026, began educating students through its Central Coast Physician Assistant (CCPA) program in fall 2021 and officially became ATSU's third campus in January 2022. ATSU-CHC's CCPA program prepares graduates to become community-oriented physician assistants who provide whole person primary care to underserved communities.

College of Graduate Health Studies – Kirksville, MO

In 1999, A.T. Still University's College of Graduate Health Studies (ATSU-CGHS), began educating and preparing current and future health professionals for leadership positions in a variety of healthcare settings. ATSU-CGHS' goal is to provide comprehensive and relevant health studies instruction through high-quality, innovative online education within its doctoral and master's degree and certificate programs.

Kirksville College of Osteopathic Medicine – Kirksville, MO

Established in 1892 as the first college of osteopathic medicine, A.T. Still University's Kirksville College of Osteopathic Medicine (ATSU-KCOM) has a rich history of leading comprehensive medical education, research, and healthcare. ATSU-KCOM's graduates represent a diverse group of osteopathic physicians practicing in every state and several foreign countries.

Missouri School of Dentistry & Oral Health – Kirksville, MO

Established in 2013, A.T. Still University's Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) offers an innovative curriculum emphasizing public health, leadership, and practice. ATSU-MOSDOH addresses the oral healthcare disparities in Missouri and across the nation. In addition to oral health issues and dentistry skills, students learn from and are encouraged to become caring, community-minded healthcare providers.

Students complete their first and second year in Kirksville, Missouri, for classroom and dental simulation education, then move to St. Louis, Missouri, for their third- and fourth-year clinical experiences at the University's St. Louis Dental Center, operated in partnership with a federally qualified health center.

School of Osteopathic Medicine in Arizona – Mesa, AZ

A.T. Still University's School of Osteopathic Medicine in Arizona (ATSU-SOMA) was established in 2006 and comprises a team of clinicians, educators, and students who share a passion and commitment for whole person healthcare. ATSU-SOMA takes pride in preparing individuals through high-quality, innovative, learning-centered undergraduate and graduate medical education programs to become compassionate osteopathic physicians and healthcare leaders who serve medically underserved populations with a focus on research and community-oriented primary care.

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. The Higher Learning Commission is recognized by the US Department of Education.

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 in Physical Therapy Education (CAPTE)
- The Commission on Collegiate Nursing Education (CCNE)
- 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

Arizona State Approval – ATSU ASDOH, ATSU-ASHS, and ATSU-SOMA

Degree-granting authority for ATSU-ASDOH, ATSU-ASHS, and ATSU-SOMA has been given by the Arizona State Board for Private Postsecondary Education. At the Arizona campus, if the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, phone 602.542.5709, website address: www.ppse.az.gov.

Students with complaints or concerns are encouraged to first utilize the University's internal complaint or review policies as noted in student's school section of the Catalog or University Student Handbook. If the issue cannot be resolved internally, students may also file a complaint with the appropriate state agency your current state of residence listed at https://www.atsu.edu/about-atsu#complaint-resolution.

California State Approval – ATSU-CHC

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The California Bureau for Private Postsecondary Education has given degree-granting authority to ATSU-CHC. Any questions a student may have regarding this catalog that the institution has not satisfactorily answered may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Ste. 225, Sacramento, CA 95834, phone 888.370.7589 or 916.54.8900, website address bppe.ca.gov.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which may be obtained on the bureau's internet website: bppe.ca.gov

The California Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589 or by visiting bppe.ca.gov.

National Council for State Reciprocity Agreement

A.T. Still University is an institutional participant in the National Council for State Reciprocity Agreement (NC-SARA) initiative. Our listing can be found under our main campus, A.T. Still University of Health Sciences in Missouri at http://www.nc-sara.org/states/mo. For the purposes of NC-SARA, a State Portal Entity will address concerns related to distance education activities (online learning, sufficiency of support for distance education students and related activities) from out-of-state students attending a participating SARA institution. The SARA student complaint process can be found at the following link: https://nc-sara.org/sara-student-complaints-0.

ATSU Board of Trustees

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Matthew Williams, DMD, '20
Kirksville, MO

ATSU Financial Disclosure

A.T. Still University of Health Sciences does not have a pending petition in bankruptcy, nor is the institution operating as a debtor in possession, nor has the institution filed a petition within the last five years, nor has it had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

ATSU Faculty Listing

The faculty listing is updated as part of the first quarterly addendum each year.

ATSU-ASDOH Faculty

ASDOH Administration

Brennan, Jonathan, MD, DMD, MPH
Associate Dean, Innovation & Strategy
ASDOH Administration

Gallagher, Desmond, BDS, MA
Dean, Arizona School Dentistry Oral Health
ASDOH Administration

Razoky, Klud, BDS
Associate Dean, Pre-Clinical Education
ASDOH Administration

Spolarich, Ann, PhD, MS, RDH
Assistant Dean, Research
ASDOH Administration

Tomeh, Hanann, DDS, MPH
Associate Dean, Academic Affairs
ASDOH Administration

Woldt, Janet, PhD, MS
Associate Dean, Student Success
ASDOH Administration

ASDOH Post Graduate Orthodontics Education

Asgari, Shadow, DDS
Adjunct Faculty
ASDOH Ortho Education

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Adjunct Professor
ASDOH Ortho Education

Gano, Jessica, DDS
Adjunct Faculty
ASDOH Ortho Education

Guymon, Myron, DDS
Adjunct Faculty
ASDOH Ortho Education

Hoffman, David, DMD
Adjunct Professor
ASDOH Ortho Education

Kassisieh, Sulieman, DDS, MS
Adjunct Professor
ASDOH Ortho Education

Krout, Karl, PhD
Adjunct Faculty
ASDOH Ortho Education

Levin, Alyssa, DDS, MS
Adjunct Professor
ASDOH Ortho Education

Owtad, Payam, DHeD, DDS, MS
Adjunct Assistant Professor
ASDOH Ortho Education

Rollins, Treven, DMD
Adjunct Professor
ASDOH Ortho Education

Rothstein, Barnett, DMD, MSD
Adjunct Professor
ASDOH Ortho Education

Running, Cliff, DDS
Adjunct Professor
ASDOH Ortho Education

Santucci, Phillip, DDS
Adjunct Professor
ASDOH Ortho Education

Sparks, Richard, DDS, MS
Adjunct Professor
ASDOH Ortho Education

Vu, Mai Chi, DMD, MS
Adjunct Faculty
ASDOH Ortho Education

Papademetriou, Michael, MS, DMD
Associate Professor
ASDOH Ortho Education

Zhang, Xingzhong, DDS, MSD, PhD
Assistant Professor
ASDOH Ortho Education

Park, Jae, DMD, MSD, MS, PhD
Professor
ASDOH Ortho Education

ASDOH Pre-Doctoral Dental Education

Asrari, Mahshid, DDS, MS

Adjunct Faculty
ASDOH Pre-Doc Instructional

Attiq, Lance, DMD
Adjunct Faculty
ASDOH Pre-Doc Instructional

Basha, Joshua, DMD
Adjunct Faculty
ASDOH Pre-Doc Instructional

Bordges, Michelle, RDH
Adjunct Professor
ASDOH Pre-Doc Instructional

Caputo, Anthony, DDS
Adjunct Professor
ASDOH Pre-Doc Instructional

Carl, Sonja, DMD
Adjunct Assistant Professor
ASDOH Pre-Doc Instructional

Cox, Vance, DDS
Adjunct Professor
ASDOH Pre-Doc Instructional

Creech, Joseph, DDS
Adjunct Faculty
ASDOH Pre-Doc Instructional

Crockett, Russell, DMD
Adjunct Assistant Professor
ASDOH Pre-Doc Instructional

Custis, Daniel, DDS
Adjunct Professor
ASDOH Pre-Doc Instructional

Davis, Maureen, DMD
Adjunct Faculty
ASDOH Pre-Doc Instructional

DiVito, Roberto, DDS, PLLC
Adjunct Professor
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Eckman, Lonnie, DMD
Adjunct Faculty
ASDOH Pre-Doc Instructional

Engelberg, Ryan, DDS
Adjunct Professor
ASDOH Pre-Doc Instructional

Ghan, Allison, DMD
Adjunct Faculty
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Giancola, Barbara, DDS
Adjunct Professor
ASDOH Pre-Doc Instructional

Gonzalez Moret, Yuli, DDS
Adjunct Faculty
ASDOH Pre-Doc Instructional

Grajales, Saul, DMD, MSD
Adjunct Professor
ASDOH Pre-Doc Instructional

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Adjunct Faculty
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Harlan, Laurence, DDS
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ASDOH Pre-Doc Instructional

Heacock, Jodi, DDS, BA
Adjunct Faculty
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Holyoak, Brandon, DDS
Adjunct Faculty
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Jennings, James, DDS
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Jolley, Tyson, DMD
Adjunct Faculty
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Joseph Garcia, Yael, DDS
Adjunct Faculty
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Kerr, Mark, DDS
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Kim, Taylor, DDS
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Kumar, Satish, DMD, MDSc, MS
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LaCorte, Michael, DDS
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Lassiter, Kevin, DMD, MS
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Martinez, Henry, DMD
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Martinez, Irina, DMD
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Meier, Katie, BS, RDH
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ASDOH Pre-Doc Instructional

Merrell, Neisha, BS, RDH
Adjunct Instructor
ASDOH Pre-Doc Instructional

Mills, Denise, BSDH, DDS, MHA, Ed.D
Adjunct Faculty
ASDOH Pre-Doc Instructional

Oliva, Josie, DDS
Adjunct Faculty
ASDOH Pre-Doc Instructional

Pagels, Stephanie, DDS
Adjunct Faculty
ASDOH Pre-Doc Instructional

Patel, Bharat, DDS
Adjunct Professor
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Pontikas, Aristidis, DMD, MS
Adjunct Faculty
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Rao, Sabita, BDS, DMD
Adjunct Faculty
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Richardson, Steven, DMD, MS
Adjunct Faculty
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Roda, Robert, DDS, MS
Adjunct Faculty
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Rosel, Mitzi, DDS, MS
Adjunct Faculty
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Ryan, Samantha, DDS
Adjunct Faculty
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Siddiqui, Azfar, BDS, DMD, MSc
Adjunct Professor
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Sluyk, Steven, DDS
Adjunct Faculty
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Smith, Larisa, DMD
Adjunct Faculty
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Spigner, Bruce, DDS
Adjunct Faculty
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Stoj, Oksana, DMD
Adjunct Professor
ASDOH Pre-Doc Instructional

Trombly, Robert, DDS, JD
Emeritus
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VanGheluwe, Judy, DDS, MS

Adjunct Professor
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Walker, Courtney, DDS
Adjunct Faculty
ASDOH Pre-Doc Instructional

Westergard, Richard, DDS
Adjunct Assistant Professor
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Whitcomb, Lynne, DDS
Adjunct Professor
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Wilson, Angela, DMD
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Bermudez, Mariah, RDH
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Brinton, Amy, BS
Instructor
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Chen, Clark, DMD
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Cohen, Jeffrey, DDS
Assistant Professor
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Cohen, Richard, DDS, FACD FAHS, FAAOP
Assistant Professor
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DeMoss, Christopher, DDS
Assistant Professor
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Duffy, Rachel, DMD, MPH
Assistant Professor
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Duong, MaiLy, DMD, MPH, MAEd, FAGD, FSCD
Associate Professor
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Dupey, Claire, DMD
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El Gendy, Tamer, DMD, BDS, MS
Professor
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Elgreatly, Amira, BDS, MS
Associate Professor
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Instructor
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Gohlke, Ellen, RDH, MHSc, FSCDH
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Gomez, Devin, MPH, BSDH, RDH
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Hanger, Terri, RDH, MEd
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Hawkins, Emily, RDH
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Hernandez, Alfredo, DDS, MS
Professor
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Holexa, Roy, DDS
Assistant Professor
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Indech, Daniel, DDS
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Johnson, Heather, RDH, MEd
Instructor
ASDOH Pre-Doc Instructional

Kalamchi, Sabah, DDS
Professor
ASDOH Pre-Doc Instructional

Lawton, Rodger, DMD, FACP
Assistant Professor
ASDOH Pre-Doc Instructional

Leibow, William, DDS, MSD
Associate Professor
ASDOH Pre-Doc Instructional

Levine, Robert, DDS
Assistant Professor
ASDOH Pre-Doc Instructional

Lovell, Kimberly, MEd, BSDH
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ASDOH Pre-Doc Instructional

Madaio, William, DMD
Assistant Professor
ASDOH Pre-Doc Instructional

Mahrous, Ahmed, BDS, MS
Associate Professor
ASDOH Pre-Doc Instructional

Maruska, Erin, DMD, MPH
Associate Professor
ASDOH Pre-Doc Instructional

Mendonca da Silva, Adriana,
Assistant Professor
ASDOH Pre-Doc Instructional

Michaels, Victoria, LCSW
Instructor
ASDOH Pre-Doc Instructional

Mougharbel, Ziad, BS, RDH
Instructor
ASDOH Pre-Doc Instructional

Nihill, Janet, BS, RDH
Instructor
ASDOH Pre-Doc Instructional

Patel, Seena, DMD, MPH
Associate Professor (T)
ASDOH Pre-Doc Instructional

Ruocco, Ferdinand, DDS
Assistant Professor
ASDOH Pre-Doc Instructional

Sant, Jeremy, DDS
Assistant Professor
ASDOH Pre-Doc Instructional

Saroian, Emil, DDS, BDS, CDT
Assistant Professor
ASDOH Pre-Doc Instructional

Shlossman, Marc, DDS, MS
Associate Professor
ASDOH Pre-Doc Instructional

Sims, Darrell, DDS
Clinical Assistant Professor
ASDOH Pre-Doc Instructional

Skarzynski, Shannon, MS, BS
Instructor
ASDOH Pre-Doc Instructional

Sotello, Stefanie, DDS, BA
Assistant Professor
ASDOH Pre-Doc Instructional

Springer, Lindsay, DMD, MPH, MAS
Associate Professor
ASDOH Pre-Doc Instructional

Stewart, Marcia, BS, RDH
Instructor
ASDOH Pre-Doc Instructional

Suarez, Patricia, DDS, MS, FAAOMP
Assistant Professor
ASDOH Pre-Doc Instructional

Taylor, Timothy, DDS
Assistant Professor
ASDOH Pre-Doc Instructional

Temp, Rebecca, DMD, BA
Assistant Professor
ASDOH Pre-Doc Instructional

Wang, Anne Marie, RDH, MS
Instructor
ASDOH Pre-Doc Instructional

White, Bruce, DDS
Assistant Professor
ASDOH Pre-Doc Instructional

ATSU-ASHS Faculty

AFA Balance & Hearing Institute

McKarns, Sharon, AuD, MA, BA
Adjunct Assistant Professor
AFA Balance & Hearing Ins

ASHS Administration

Burch, Ann Lee, PT, EdD, MPH
Dean

Salas-Provance, Marlene, PhD, MHA, MA
Vice Dean

Bizon, Norman, PA-C
Adjunct Professor

Athletic Training Program

Anderson, Barton, DHSc, AT, ATC
Professor
Athletic Training Program

Anderson, Natasha, DAT, AT, ATC
Adjunct Instructor
Athletic Training Program

Freiburger, Rhianna, DAT
Adjunct Assistant Instructor
Athletic Training Program

Geoghegan, Rachel, DAT, MSHRD
Assistant Professor
Athletic Training Program

Harris, Nicolette, DAT, LAT, ATC, CSCS

Associate Professor
Athletic Training Program

Hortz, Brian, PhD, ATC
Adjunct Professor
Athletic Training Program

Valier, Alison, PhD, ATC, FNATA
Professor
Athletic Training Program

Valovich McLeod, Tamara, PhD, ATC
Professor
Athletic Training Program

Walker, Cody, DAT, LAT, ATC, CSCS
Adjunct Instructor
Athletic Training Program

Winterstein, Andrew, PhD
Adjunct Professor
Athletic Training Program

Yamamoto, Alicia, DAT, MA, L-ATC
Adjunct Assistant Professor
Athletic Training Program

Audiology – Distance

Borton, Bettie, AuD
Adjunct Assistant Professor
Audiology - Distance

Buck, Tabitha, AuD
Professor
Audiology - Distance

Bzowyckyj, Andrew, PharmD, BCPS, CDE
Adjunct Assistant Professor
Audiology - Distance

Davie, Jackie, PhD, CCC-A
Adjunct Assistant Professor
Audiology - Distance

Despain, Natalie, AuD
Adjunct Assistant Professor
Audiology - Distance

Fitzharris, Katharine, AuD, MS, PhD, CCC-A
Adjunct Assistant Professor
Audiology - Distance

Fong, Ilia, AuD, CCC-A, FAAA
Adjunct Assistant Professor
Audiology - Distance

Garner, Gloria, AuD
Adjunct Assistant Professor
Audiology - Distance

Jagger, Sara, PhD, AuD
Adjunct Assistant Professor
Audiology - Distance

Jung, Krista, AuD
Adjunct Assistant Professor
Audiology - Distance

Knight, Kristin, MS
Adjunct Assistant Professor
Audiology - Distance

Lowe, Brenda, AuD
Adjunct Faculty
Audiology - Distance

Manning, Jacy, PhD, AuD
Adjunct Assistant Professor
Audiology - Distance

Payne, Stacy, AuD
Adjunct Assistant Professor
Audiology - Distance

Zappler Isley, Amanda, AuD
Adjunct Assistant Professor
Audiology - Distance

Audiology – Residential

Ariss Martin, Amy, AuD, MBA, CCC-A, FAAA
Assistant Professor
Audiology - Residential

Baltodano, Shelley, AuD
Adjunct Assistant Professor
Audiology - Residential

Bodie, Erica, AuD
Adjunct Assistant Professor
Audiology - Residential

Bordenave, Elton, PhD, MED
Associate Professor
Audiology - Residential

Carter, Janina, AuD, CCC-A
Adjunct Assistant Professor
Audiology - Residential

Cunningham, Rebekah, PhD
Adjunct Associate Professor
Audiology - Residential

Dabrowski, Patricia, AuD
Associate Professor
Audiology - Residential

DiSogra, Robert, AuD
Adjunct Assistant Professor
Audiology - Residential

Fink, Brianne, AuD

Adjunct Assistant Professor
Audiology - Residential

Garadat, Soha, PhD
Adjunct Associate Professor
Audiology - Residential

Halberstam, Feigi, AuD
Adjunct Assistant Professor
Audiology - Residential

Hale, Troy, AuD
Associate Professor
Audiology - Residential

Mehta, Zarin, PhD
Adjunct Associate Professor
Audiology - Residential

Palmer, Elizabeth, AuD
Adjunct Assistant Professor
Audiology - Residential

Seaton, Natasha, PhD
Adjunct Assistant Professor
Audiology - Residential

Skinner, Kimberly, AuD, PhD
Associate Professor
Audiology - Residential

Sparks, Sarah, AuD, CCC-A
Adjunct Assistant Professor
Audiology - Residential

Taghvaei, Navid, MA, Au.D., ABAC, CCC-A
Adjunct Assistant Professor
Audiology - Residential

Thornton, Briana, AuD
Adjunct Assistant Professor
Audiology - Residential

Wise, Larry, AuD, MBA, CCC-A, FAAA
Adjunct Assistant Professor
Audiology - Residential

Doctor of Medical Science (PA)

Champion, Michael, DHS, PA-C, MSc, MBA, MMSc, MEd
Adjunct Associate Professor
Doctor Medical Science PA

Crosby, Francis, DHSc, MPAS, PA-C
Adjunct Professor
Doctor Medical Science PA

Danielsen, Randy, PhD, PA-C Emeritus
Professor
Doctor Medical Science PA

Delaney, James, DMSc, MPAS, PA-C
Adjunct Assistant Professor
Doctor Medical Science PA

DePalma, Sondra, DHSc, PA-C, CLS, CHC, DFAAPA, FNLA, AAC
Adjunct Assistant Professor
Doctor Medical Science PA

Derr, Jerica, DMSc, PA-C
Assistant Professor
Doctor Medical Science PA

Laxton, Mary, DHSc, PA-C, DFAAPA
Adjunct Assistant Professor
Doctor Medical Science PA

McMoon, Michelle, PA-C, PhD
Adjunct Faculty
Doctor Medical Science PA

McMullen, John, MS, PA-C, EdD
Adjunct Professor
Doctor Medical Science PA

Moak, Leon, DMSc, PA-C
Adjunct Assistant Professor
Doctor Medical Science PA

Moore Gottschalk, Melinda, DMSc, PA-C, DFAAPA
Adjunct Assistant Professor
Doctor Medical Science PA

Nordgren, Brian, DHSc, MPH, PA-C
Adjunct Faculty
Doctor Medical Science PA

Simon, Albert, DHSc, PA-C
Professor
Doctor Medical Science PA

Stephas, Anthony, DHSc, PA-C
Adjunct Assistant Professor
Doctor Medical Science PA

Weber, Joseph, DHSc, MBA, MPAS, PA-C
Adjunct Associate Professor
Doctor Medical Science PA

Interdisciplinary Health Science

Bay, Ralph, PhD
Emeritus Professor
Interdiscipl Hlth Science

Bliven, Kellie, PhD, ATC, FNAP
Professor
Interdiscipl Hlth Science

Brady, Michelle, BDS
Associate Professor
Interdiscipl Hlth Science

Fransen, Jeremy, PhD
Adjunct Instructor

Interdiscipl Hlth Science

Hall, Bradley, DPT
Adjunct Faculty
Interdiscipl Hlth Science

Lam, Kenneth, ScD, ATC, FNATA
Professor
Interdiscipl Hlth Science

Picha, Kelsey, PhD, ATC
Associate Professor
Interdiscipl Hlth Science

Reber, Jared,
Adjunct Instructor
Interdiscipl Hlth Science

Spies, Amy, PhD
Assistant Professor
Interdiscipl Hlth Science

Sylvia, Andrea, PhD, MS, BS
Assistant Professor
Interdiscipl Hlth Science

Wong, Alex, MS
Instructor
Interdiscipl Hlth Science

BioMedical Science (PA)

Alonge, Heather, PhD
Adjunct Faculty
MS BioMedical Science PA

DePalma, Michael, DMSc, MHS, PA-C, DFAAPA
Associate Professor
MS BioMedical Science PA

Ernst, Craig, DHSc, MPH, PA-C
Adjunct Faculty
MS BioMedical Science PA

Fuanta, Ngolui, PhD
Adjunct Faculty
MS BioMedical Science PA

Hickman, Kevin, DMSc, PC-C, MHA, MJ, CHC
Adjunct Assistant Professor
MS BioMedical Science PA

Hill, Kristin, MS, PA-C
Adjunct Faculty
MS BioMedical Science PA

Kugler, Kathryn, MA, BS
Adjunct Faculty
MS BioMedical Science PA

Long, Douglas, DMSc, PA-C
Adjunct Assistant Professor
MS BioMedical Science PA

Mattes, Karen, EdD, MS
Assistant Professor
MS BioMedical Science PA

Solano, Laura, MPAS, BS
Adjunct Faculty
MS BioMedical Science PA

Neurologic Residency PT

Sartor Glittenberg, Cecelia, PT, PhD, NCS
Adjunct Emeritus Associate Professor
Neurologic Residency PT

Occupational Therapy

Andrews, Lacee, OTD, OTR/L
Assistant Professor
Occupational Therapy

Bauer, Kathryn, OTD
Instructor
Occupational Therapy

Cunningham, Sarah, OTD, OTR/L
Adjunct Instructor
Occupational Therapy

Delbridge, Melinda, MS
Instructor
Occupational Therapy

Funke, Mara, MPH
Instructor
Occupational Therapy

Glenn, Meryl, OTD, MS, OTR/L, CBIS
Associate Professor
Occupational Therapy

Gross, Benjamin, CScD, MOT, OTR/L
Assistant Professor
Occupational Therapy

Grote, Clarice, MS, OTR/L
Adjunct Instructor
Occupational Therapy

Hazak, Kristin, OTD, OTR/L
Adjunct Faculty
Occupational Therapy

Hunter, Cambria, MS, BS
Adjunct Instructor
Occupational Therapy

Kuhns, Janette, MS, OTR/L
Instructor
Occupational Therapy

Legenza, Avery, OTD, OTR/L
Adjunct Assistant Instructor
Occupational Therapy

Mercer, Bridget, MS, BA
Adjunct Faculty
Occupational Therapy

Molander, Timothy, COTA/L
Adjunct Instructor
Occupational Therapy

Morrison, Jacqueline, DPT, BS
Adjunct Instructor
Occupational Therapy

Price, Katrena, MS, BA
Adjunct Instructor
Occupational Therapy

Radziak, Jennifer, OTD, OTR/L, CHT
Associate Professor
Occupational Therapy

Roots, Maria, OTD
Adjunct Professor
Occupational Therapy

Shearon, Tania, DHSc, OTR/L, CHT, C-IAYT
Associate Professor
Occupational Therapy

Skobic, Iva, PhD, MSPH, MA
Adjunct Faculty
Occupational Therapy

Story, Adam, PT, DPT, OTR/L, OTD, MTC
Assistant Professor
Occupational Therapy

Uttech, Emmalee, OTR/L
Adjunct Faculty
Occupational Therapy

Wolf, Rebecca, JD, MPH, OTR/L
Associate Professor
Occupational Therapy

Yeung, Melissa, OTD, OTR/L
Assistant Professor
Occupational Therapy

Orthopedic Residency PT

Klawonn, Amisha, PT,DPT,OCS,FAAOMPT
Adjunct Professor
Orthopedic PT

Physical Therapy

Andrion, Jeffrey, PhD
Associate Professor
Physical Therapy

Bordenave, Lori, PT, DPT, PhD
Professor (T)
Physical Therapy

Cherney, Kyle, PT, DPT, OCS
Adjunct Professor
Physical Therapy

Darling, Katherine, DPT, MPT
Adjunct Faculty
Physical Therapy

Despain, Spencer, DPT, BS
Adjunct Assistant Professor
Physical Therapy

Doubblestein, David, PT, PhD, CLT, Cert MDT, LLCC
Associate Professor
Physical Therapy

Duncan, Adam, DPT
Adjunct Faculty
Physical Therapy

Eldridge, Daniel, PT, DPT, CSCS
Adjunct Assistant Professor
Physical Therapy

Fauset, Kenzie, PT, DPT, CSCS
Adjunct Faculty
Physical Therapy

Fay, Deanne, PT, DPT, PhD
Professor
Physical Therapy

Forger, Danielle, DPT, PT
Adjunct Faculty
Physical Therapy

Gonzalez, Margarita, PT, DPT
Adjunct Assistant Professor
Physical Therapy

Graves, John, PT, DPT
Assistant Professor
Physical Therapy

Greer, Payton, DPT
Adjunct Assistant Professor
Physical Therapy

Harris Kinnick, Cassie, DPT, PT
Adjunct Assistant Professor
Physical Therapy

Hathaway, Elizabeth, DPT
Adjunct Faculty
Physical Therapy

Hayes, Jessica, PT, DPT
Assistant Professor
Physical Therapy

Hench, Katherine, PT, DPT, NCS
Adjunct Assistant Professor
Physical Therapy

Hodges, Cheri, PT, DPT
Associate Professor
Physical Therapy

Karstens, Jason, PT, DPT
Assistant Professor
Physical Therapy

Kays, Pamela, PT, DPT, EdD
Associate Professor
Physical Therapy

Kitteringham, Emily, DPT, BS
Adjunct Faculty
Physical Therapy

Kuettel, Jamie, PT, DPT, NCS, GCS, EdD
Associate Professor
Physical Therapy

Kyman, Danielle, PT, DPT
Adjunct Assistant Professor
Physical Therapy

Lee, Krystal, PT, DPT, MS
Adjunct Assistant Professor
Physical Therapy

Little, Virginia, PhD, MS
Associate Professor
Physical Therapy

Manton, James, PT, DPT, OCS
Associate Professor
Physical Therapy

Marviglia, Melissa, DPT
Adjunct Faculty
Physical Therapy

McCants, Nicole, PT, DPT
Adjunct Faculty
Physical Therapy

Miranda, Ashley, PT
Adjunct Professor
Physical Therapy

O'Neal, Joely, DPT
Adjunct Assistant Professor
Physical Therapy

Palisca, Lindsy, DPT
Adjunct Professor
Physical Therapy

Parker, Sara, PT, DPT
Assistant Professor
Physical Therapy

Parris, Mallory, PT, DPT
Adjunct Assistant Professor
Physical Therapy

Peterson, Seth, PT, DPT, CSCS, OCS
Adjunct Professor
Physical Therapy

Queen, Monica, PT, DPT
Assistant Professor
Physical Therapy

Rigney, Colin, PT, DPT, OCS
Adjunct Professor
Physical Therapy

Roehling, Tamara, PT, DPT, PhD
Associate Professor
Physical Therapy

Sanchez, Victor, PT, DPT
Adjunct Faculty
Physical Therapy

Santillan, Celeste, PT, DPT, NCS
Adjunct Assistant Professor
Physical Therapy

Schulz, Ashley, DPT, BS
Adjunct Assistant Professor
Physical Therapy

Seif Naraghi, Ariana, PT, DPT, NCS
Adjunct Faculty
Physical Therapy

Siros, Katherine, PT, DPT, OCS
Adjunct Professor
Physical Therapy

Skolnik, David, DPT
Adjunct Faculty
Physical Therapy

Smith, Wayne, DPT
Adjunct Professor
Physical Therapy

Splan, Madison, DPT, BS
Adjunct Assistant Professor
Physical Therapy

Stayner, Corrie, MS
Adjunct Professor
Physical Therapy

Stockslager, Christine, PT, DPT
Adjunct Assistant Professor
Physical Therapy

Thatcher, Anna, PT, DPT, SCS, OCS, ATC, CSCS
Adjunct Professor
Physical Therapy

Tourne, Michele, PT DPT PCS
Adjunct Professor
Physical Therapy

Tuzzolino, Karla, DPT
Adjunct Professor
Physical Therapy

Waits, Michael, DPT
Adjunct Professor
Physical Therapy

Walls, Iva, PT, DPT, NCS
Adjunct Faculty
Physical Therapy

Young, Jodi, DPT, OCS, FAAOMPT
Adjunct Associate Professor
Physical Therapy

Doctor of Physical Therapy [Post-Professional]

Allen, Heather, DPT, MPT
Adjunct Professor
Transitional DPT

Armengol, Beatrice, PT, DPT
Adjunct Professor
Transitional DPT

Bradley, Jenny, DPT
Adjunct Professor
Transitional DPT

Bustillo, Karen, PT, OCS
Adjunct Professor
Transitional DPT

Cioffi, Monica, DPT, PT, MS
Adjunct Professor
Transitional DPT

Croswell, Jay, DPT
Adjunct Faculty
Transitional DPT

Elias Santiago, Nilma, PT, DPT
Adjunct Professor
Transitional DPT

Ensor, Anne, PT, DPT, WCS
Adjunct Professor
Transitional DPT

Greenwalt, Suzanne, DPT, MS
Adjunct Professor
Transitional DPT

Heick, Elizabeth, PT, CWS
Adjunct Professor
Transitional DPT

Jasper, Amie, DPT
Adjunct Professor
Transitional DPT

Klossner, Alison, PT, DPT
Adjunct Professor
Transitional DPT

Mazurek, Renee, DPT, DHSc
Adjunct Professor
Transitional DPT

Moore, Janice, PT, DPT
Adjunct Faculty
Transitional DPT

Mutschler, Janet, MHS
Adjunct Professor
Transitional DPT

Palmer, Dana, DPT, BMRPT
Adjunct Professor
Transitional DPT

Parry, Adrienne, DPT
Adjunct Professor
Transitional DPT

Randolph, James, DPT
Adjunct Professor
Transitional DPT

Robinson, Carrie, PT, DPT, OCS, EdD
Adjunct Assistant Professor
Transitional DPT

Whitesell, Karen, PT, DPT, MGA, NCS, ATP
Adjunct Faculty
Transitional DPT

Williams, Wendy, DPT
Adjunct Professor
Transitional DPT

Physician Assistant

Alexander, Franchesca, PA-C
Adjunct Professor
Physician Assistant

Asaki, Howard, PA-C
Adjunct Professor
Physician Assistant

Austin, Cailin, PA-C
Adjunct Faculty
Physician Assistant

Bauer, Jeffrey, MSPAS, PA-C
Adjunct Assistant Professor
Physician Assistant

Bettridge, Annette, EdD, MS PA-C
Assistant Professor
Physician Assistant

Biggs, Erika, PA-C
Adjunct Professor
Physician Assistant

Coon, Aaron, MS, PA-C
Adjunct Assistant Professor
Physician Assistant

Coon, Tess, PA-C
Adjunct Assistant Professor
Physician Assistant

Danielson, Justine, DMS, MPAP, PA-C
Adjunct Assistant Professor
Physician Assistant

DiBaise, Michelle, DHSc, PA-C, DFAAPA
Adjunct Professor
Physician Assistant

Doiron, Michael, MPAS, DScPAS, PA-C
Adjunct Faculty
Physician Assistant

Dory, Sylvia, MS, BS
Assistant Professor
Physician Assistant

Evans, Robert, DMSc, PA-C
Adjunct Associate Professor
Physician Assistant

Fakhimi, Shyon, MD
Adjunct Faculty
Physician Assistant

Finklea Strickland, Sabrina, MSN, FNP-BC, PHN, FCN
Assistant Professor
Physician Assistant

Fulleman, Alexandra, PA-C
Adjunct Professor
Physician Assistant

Hamilton, Janice, PA-C, MPAS
Adjunct Associate Professor
Physician Assistant

Hamilton, Nicole, MPAS, BS
Adjunct Assistant Professor
Physician Assistant

Hartman, Thomas, DMSc, PA-C
Associate Professor
Physician Assistant

Haynie, Alan, EdD
Adjunct Faculty
Physician Assistant

Hulsey, Brittney, DMSc, PA-C
Associate Professor
Physician Assistant

Jiron, Sara, MPAS, PA-C
Assistant Professor
Physician Assistant

Khatib, Lana, MPH, MPAS, PA-C
Assistant Professor
Physician Assistant

Kochanoff, Kimberly, DMSc, MPAS, PA-C
Adjunct Associate Professor
Physician Assistant

Lamanna, Timothy, PA-C
Adjunct Faculty
Physician Assistant

Laurino, Jessica, PA-C
Adjunct Faculty
Physician Assistant

Lyon, Melanie, MS, PA-C
Adjunct Assistant Professor
Physician Assistant

MacConnell, Linda, DMSc, MAEd, MPAS, PA-C
Associate Professor
Physician Assistant

McDaniel, Lisa, MS, PA-C
Adjunct Professor
Physician Assistant

Merrill, Philemon, PA-C, MEd
Adjunct Professor
Physician Assistant

Mikhail, Ami, PA-C, MS
Assistant Professor
Physician Assistant

Mitchell, Vanessa, PA-C
Adjunct Professor
Physician Assistant

Otero, Nicole, DMSc, MPAS, PA-C
Adjunct Assistant Professor
Physician Assistant

Ovalle, Eric, PA-C
Adjunct Assistant Professor
Physician Assistant

Pavlick, Raymond, PhD
Professor
Physician Assistant

Peterson, Jeanne, MS, PA-C
Adjunct Professor
Physician Assistant

Philippis, TeAnn, MMSc, MS, BS
Adjunct Faculty
Physician Assistant

Rawcliffe, Melinda, PA-C
Adjunct Faculty
Physician Assistant

Ruder, Lindsay, PA-C

Adjunct Professor
Physician Assistant

Shannon McConaughy, Amy, MS, BS
Adjunct Assistant Professor
Physician Assistant

Sharma, Deepak, PA-C
Adjunct Assistant Professor
Physician Assistant

Shipman, Kristina, PA-C
Adjunct Faculty
Physician Assistant

Shuker, Sarah, PA-C, BS
Adjunct Professor
Physician Assistant

Smith, Victoria, PA-C
Assistant Professor
Physician Assistant

Tibben, Tessa, DHSc, MSPAS, PA-C
Adjunct Associate Professor
Physician Assistant

Vacco, Alaina, PA-C
Assistant Professor
Physician Assistant

Vaughn Dotterer, Jeannette, PA-C
Adjunct Professor
Physician Assistant

Walker, Andrew, PA-C
Adjunct Faculty
Physician Assistant

Walker, Clay, MSPAS, PA-C
Assistant Professor
Physician Assistant

Walsh, Sarah, MS, BS, PA-C
Assistant Professor
Physician Assistant

Weber, Lorie, MS, PA-C
Assistant Professor
Physician Assistant

Winters, Courtney, MMA, PA-C
Assistant Professor
Physician Assistant

Speech-Language Pathology

Barragan Serrano, Beatriz, PhD
Associate Professor
Speech-Language Pathology

Centeno Vazquez, Maria, PhD, CCC-SLP, BCS-S
Associate Professor
Speech-Language Pathology

Hines, Tiffany, PhD, CCC-SLP
Assistant Professor
Speech-Language Pathology

Maldonado De la Rosa, Ivonne, PhD, MLS, CCC-SLP
Assistant Professor
Speech-Language Pathology

Martinez Nieto, Ma de Lourdes, PhD
Associate Professor
Speech-Language Pathology

Millhouse, Kristina, MS, BS
Instructor
Speech-Language Pathology

Olson, Charity, MS
Instructor
Speech-Language Pathology

Phillips, Daphne, PhD, CCC-SLP
Assistant Professor
Speech-Language Pathology

Venkatesh, Malathy, PhD, CCC-SLP
Assistant Professor
Speech-Language Pathology

ATSU-CGHS Faculty

CGHS Administration

Gardner, Jolynn, PhD
Associate Dean, Academics, Assessment, & Curricular Innovation

Hastie, Marisa, EdD, ACSM EP-C, PN1, FACSM
Dean, College Graduate Health Studies

Crawford, Renee, DO
Adjunct Faculty CGHS

Health Administration

Baez Vega, Angel, PhD, DHSc
Adjunct Faculty
Health Administration

Bonazelli, Emily, DHA, MS
Adjunct Faculty
Health Administration

Chavarria, Lilia, EdD, MHSc
Adjunct Faculty
Health Administration

Conley, Jo, DM, MBA, BNS
Adjunct Faculty
Health Administration

Dishman, Lihua, DBA, MBA
Professor (T)

Health Administration

Fick, John, EdD, FACHE
Professor (T)
Health Administration

Friedrich, Lisa, MA
Adjunct Faculty
Health Administration

Imarhiagbe, Samuel, PhD
Adjunct Faculty
Health Administration

Kadrie, Mountasser, PhD
Adjunct Faculty
Health Administration

Koonce, Linda, DHA, MBA
Adjunct Faculty
Health Administration

Latvis, Laurie, DHA
Adjunct Faculty
Health Administration

Moore, Heather, DHA, MBA
Adjunct Faculty
Health Administration

Obos, Dana, DHA
Adjunct Faculty
Health Administration

Rutschke, Mica, DHA
Adjunct Faculty
Health Administration

Seamon, Robert, DHA, MHA
Adjunct Faculty
Health Administration

Smith, Emily, JD
Adjunct Faculty
Health Administration

Smith, Rhionna, DHA, MSPAS, PA-C
Adjunct Faculty
Health Administration

Thomas, Kathleen, DHA
Adjunct Faculty
Health Administration

Tschetter, Cande, PhD, APR
Adjunct Faculty
Health Administration

Vizzuso, John, DBA, MS
Adjunct Faculty
Health Administration

Waldeck, Lori, DHA, MHA
Adjunct Faculty
Health Administration

Wilbers, Jennifer, DHA, MHA
Adjunct Faculty
Health Administration

Williams, Letha, PhD, FACHE
Adjunct Faculty
Health Administration

Willis, Sally, PhD
Adjunct Faculty
Health Administration

Health Professions

Ayars, Candace, PhD
Adjunct Professor
Health Professions

Bernstein, Joshua, PhD, CHES
Associate Professor
Health Professions

Breitenbach, Erin, PhD, MEd, MA
Professor (T)
Health Professions

Brtek, Douglas, EdD
Adjunct Faculty
Health Professions

Cato, Sayyid, PhD, MA
Adjunct Faculty
Health Professions

Cockrell, Maurya, DHEd
Adjunct Faculty
Health Professions

Davis, Kirk, EdD, MBA, BS
Adjunct Faculty
Health Professions

Gray, Laura, PhD, EdS, MED, BA
Adjunct Faculty
Health Professions

Hearld, Larry, PHD, MHA
Adjunct Faculty
Health Professions

Konecny, Lynda, DHEd, DHSc, MCHES
Associate Professor
Health Professions

Merritt, Andrea, EdD, MBA, CHC, CIA, CHCO
Adjunct Faculty
Health Professions

Obisesan, Olawunmi, PhD, DHEd, MPH
Adjunct Faculty
Health Professions

Schultz, Katherine, MS
Adjunct Faculty
Health Professions

Segal, Sabrina, DBA, MBA
Adjunct Faculty
Health Professions

Tamsukhin, Sara, PhD, MS
Assistant Professor
Health Professions

Willgens, Annette, EdD, MEd
Adjunct Faculty
Health Professions

Williamson, Lynette, EdD, MBA, BS
Adjunct Faculty
Health Professions

Health Sciences

Ackerman, George, PhD, JD, MBA, MS
Adjunct Faculty
Health Sciences

Alexander, Jeffrey, PhD, FAACVPR, ACSM-CEP
Professor (T)
Health Sciences

Borges, Ray, DHSc, MBA, MA
Adjunct Faculty
Health Sciences

Carver, Eric, DHSc, MPA, MABMH
Adjunct Faculty
Health Sciences

Chevalier, Carol, DHSc, MPH, MS, CSSGB CPC
Adjunct Faculty
Health Sciences

Cupp, JoAnna, DHSc, RDN, LD, FAND, BS
Adjunct Professor
Health Sciences

DiCaprio, Kathleen, PhD
Associate Professor
Health Sciences

Halasy, Michael, DHSc, MS, PA-C
Adjunct Faculty
Health Sciences

Hodder, Jeremy, DHSc, MSc, PG Dip Law, BScN, RN
Adjunct Faculty
Health Sciences

Mathieson, Kathleen, PhD, CIP
Professor (T)
Health Sciences

Matthews, Eric, PhD, MS
Professor (T)
Health Sciences

Matthews, Tracy, PhD, MA
Adjunct Faculty
Health Sciences

Palmieri, Patrick, DHSc, EdS, MBA, MSN, ACNP, RN
Adjunct Faculty
Health Sciences

Santurri, Laura, PhD, MPH
Instructor
Health Sciences

Stewart, Susan, RN, DNP, MBA, COHN-S/CM, COHC, FAAOHN
Adjunct Professor
Health Sciences

Tidman, Melanie, DHSc, MA, OTR/L
Adjunct Faculty
Health Sciences

Wallace, Lisa, PhD
Adjunct Faculty
Health Sciences

Weemer, Megan, DHSC, MCHES
Associate Professor (T)
Health Sciences

Kinesiology

Battley, Scott, PhD, MS
Adjunct Faculty
Kinesiology

Bunker, Travis, MS
Adjunct Faculty
Kinesiology

Everman, Sarah, PhD
Associate Professor (T)
Kinesiology

Ferruzza, Charles, DPT
Adjunct Faculty
Kinesiology

Freund, Brittani, DPT, PT, ATC, LAT
Adjunct Faculty
Kinesiology

Glenn, Jennifer, MS, BS
Adjunct Faculty
Kinesiology

Larson, David, MS
Adjunct Faculty
Kinesiology

Mikeska, James, DHSc, MS
Adjunct Faculty
Kinesiology

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MPH Dental Emphasis

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ATSU Policies

University Student Handbook

The ATSU University Catalog and University Student Handbook both contain policies relevant to all students. Please check the ATSU Student Handbook for additional information and as referenced throughout this Catalog. The ATSU Student Handbook may be accessed by selecting the University Student Handbook from the drop-down menu at the top of any page.

Prohibition of Discrimination, Harassment, & Retaliation

ATSU Policy #90-210

Purpose

The purpose of this general order is to provide an employment and a learning environment at A.T. Still University of Health Sciences ("ATSU" or "University") free from discrimination, harassment, and retaliation and ensure compliance with Title IX of the Education Amendments Act of 1972, the Violence Against Women Act Reauthorization of 2013, Title VII of the Civil Rights Act of 1964, and all other applicable national, state, and local laws. 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), sexual orientation, age, disability, veteran status, or any other status protected by applicable law, is a violation of University policy and prohibited by ATSU. This policy ensures compliance with law, emphasis on a fair and equitable learning and work environment, and fair process for all concerned.

This policy, and excerpts from it, appears within many ATSU publications, both online and in print. For the most up-to-date version of this policy, refer to atsu.edu/prohibition-of-discrimination-harassment-and-retaliation.

Policy

ATSU does not discriminate on the basis of race, color, religion, ethnicity, national origin, sex (including pregnancy), sexual orientation, age, disability, veteran status, or any other status protected by applicable law. Dating violence, domestic violence, sexual assault, stalking, harassment, and retaliation are forms of discrimination prohibited by ATSU under this policy.

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 persons listed in this general order. Reports of inappropriate behavior which is not related to class-based harassment, discrimination, or retaliation will be handled through supervisory response or through Human Resources (for employees) and the University Student Handbook or promotion boards and/or committees (for students). All who make a good faith report are protected from adverse action or retaliation under 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 discrimination and harassment are just as serious an offense as discrimination or harassment and will be subject to appropriate disciplinary action. If ATSU has actual knowledge of reports by multiple individuals regarding discrimination, harassment, or retaliation by the same respondent, the Title IX coordinator (or designee) may initiate investigation into the reports, regardless of the participation level of one or more of the reporting parties.

Internal complaints regarding potential violations of the Clery Act, Title IX, or Title VII

To report violations of ATSU's nondiscrimination policies, request information, or for assistance filing a police report, all ATSU community members may contact:

Dr. John Gardner
Title IX Coordinator
800 W. Jefferson St. | Kirksville, MO 63501
660.626.2113
johngardner@atsu.edu

Alternately, the following deputy Title IX coordinators are available at ATSU campuses.

For Students

Mesa, Arizona campus
Michael Zajac
Associate Vice Chancellor for Student Affairs
Deputy Title IX Coordinator
5845 E. Still Circle | Mesa, AZ 85206
480.219.6026
michaelzajac@atsu.edu

Kirksville, Missouri campus
Dr. John Gardner
Title IX and Civil Rights Coordinator
800 W. Jefferson St. | Kirksville, MO 63501
660.626.2113
johngardner@atsu.edu

Santa Maria, California campus (Effective September 2026, the California Campus will relocate to San Luis Obispo, CA.)
Dianne Korth
Director, Student Affairs
Deputy Title IX Coordinator
1075 E. Betteravia Rd. Suite 201 | Santa Maria, CA 93454
diannekorth@atsu.edu

For Employees, Members of the Public, or Beneficiaries

Mesa, Arizona campus & Santa Maria, California campus (Effective September 2026, the California Campus will relocate to San Luis Obispo, CA.)
Tonya Fitch
Director of Human Resources
Deputy Title IX Coordinator
5845 E. Still Circle | Mesa, AZ 85206
480.219.6007
tfitch@atsu.edu

Kirksville, Missouri campus
Donna Brown
Assistant Chief of Human Resources
Deputy Title IX Coordinator
800 W. Jefferson St. | Kirksville, MO 63501
660.626.27922
dbrown@atsu.edu

To anonymously and confidentially report situations or behavior prohibited by this policy, call the 24-hour service at 1.855.FRAUD-HL or use the secure online reporting form at

fraudhl.com. Reference company ID ("ATSU") when making a report.

Crime reporting options

Mesa, Arizona, campus

Emergency
On-Campus: 911
Off-Campus: 911
Campus Safety
On-Campus: *7
Off-Campus: 480.341.0975
Police
480.341.9075, opt. 2

Kirksville, Missouri, campus

Emergency
On-Campus: 9-911
Off-Campus: 911
Campus Security
On-Campus: 33
Off-Campus: 660.349.9513
Police
660.785.6945

Santa Maria, California, campus

(Effective September 2026, the California Campus will relocate to San Luis Obispo, CA.)

Emergency
On-Campus: 911
Off-Campus: 911
Campus Security
On-Campus: 805.245.6221
Off-Campus: 805.245.6221
Police
805.928.3781

St. Louis Dental Center

Emergency
On-Campus: 4444
Off-Campus: 911
Campus Security
On-Campus: 314.814.8568
Off-Campus: 314.814.8568
Police
314.231.1212

If you are in an area without an identified ATSU facility, please contact 911 to report a crime or seek police assistance.

On-campus, confidential resources available for students

ATSU Behavioral Health & Wellness Counseling Services (atsu.edu/counseling_services)

Mesa, Arizona, campus
Desirai Browning, MAS, LAMFT
Behavioral Health & Wellness Counselor
480.219.6170
desiraibrowning@atsu.edu

Karen Taylor, MS, LPC, NCC
Behavioral Health & Wellness Counselor
480.291.8069
karentaylor@atsu.edu

Timely Care
833.4.TIMELY

Kirksville, Missouri, campus
Sarah Thomas, EdD, MSW, LCSW
Director - Behavioral Health & Wellness
660.626.2751
sarahthomas@atsu.edu

Timely Care
833.4.TIMELY

Santa Maria, California campus (Effective September 2026, the California Campus will relocate to San Luis Obispo, CA.)
Karen Taylor, MS, LPC, NCC
Behavioral Health & Wellness Counselor
480.291.8069
karentaylor@atsu.edu

Timely Care
833.4.TIMELY

St. Louis Dental Center
Sarah Thomas, EdD, MSW, LCSW
Director - Behavioral Health & Wellness
660.626.2751
sarahthomas@atsu.edu

Timely Care
833.4.TIMELY

Regulatory complaints regarding potential violations of the Clery Act, Title IX, or Title VII

Missouri

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 | 816.268.0559 fax
ocr.kansascity@ed.gov

Title VII
U.S. Equal Employment Opportunity Commission
Robert A. Young Federal Building

1222 Spruce Street, Room 8100 | St. Louis, MO 63103
800.669.4000 | 314.539.7894 fax | 800.669.6820 TTY

Arizona

Title IX and Clery Act
U.S. Department of Education
Cesar E. Chavez Memorial Building
1224 Supper Boulevard, Suite 310 | Denver, CO 80204
303.844.5695 | 303.844.4304 fax
OCR.Denver@ed.gov

Title VII
U.S. Equal Employment Opportunity Commission
3300 North Central Avenue Suite 690
Phoenix, AZ 85012
800.669.4000 | 602.640.5071 fax

California

Title IX and Clery Act
U.S. Department of Education
915 Second Avenue, Room 3310 | Seattle, WA 98174
206.607.1600 | 206.607.1601 fax
OCR.SanFrancisco@ed.gov

Title VII
U.S. Equal Employment Opportunity Commission
450 Golden Gate Avenue 5 West
P.O. Box 36025 | San Francisco, CA 94102
800.669.4000 | 415.522.3415 fax

Resources

Off-campus counseling and victim support are available through:

- National Sexual Assault Hotline: 800.656.4673
- Mesa Victim Services Unit (Arizona): 480.644.4075
- Santa Maria Rape Crisis Center Hotline (California): 805.928.3554
- St. Louis Regional Sexual Assault Hotline (Missouri) - 314.531.7273
- Employees may access the Employee Assistance Program (EAP) by calling 877.622.4327 or by visiting mycigna.com

Policy definitions

Advisor: A person selected by the complainant or respondent to be present at interviews or the hearing process. Advisors may not answer questions on behalf of their party. Advisors pose questions on behalf of their party in the hearing setting. Advisors may not contact the other party except in the hearing setting. The Title IX coordinator can provide an advisor for a party if the party so desires. A party may request from the Title IX coordinator for more than one advisor if there is a support need, including a disability accommodation. Evidence from a healthcare professional, or similarly situated expert, of a support need will be required. Advisors will present themselves in a professional manner. Investigators, hearing board chairs, and other institutional officials may remove an advisor from the process if the advisor's behavior is abusive, belligerent, or otherwise inconsistent with a professional nature. A party will be able to replace their advisor if removed.

Appellate panel: A group of trained ATSU employees from the Grievance and Equity Response Team (GERT) who reviews appeals of findings from the Title IX Grievance Process or General Discrimination Grievance Process.

ATSU community member: A person participating in or attempting to participate in an ATSU education program as an employee, student, prospective student, alumni, or similarly positioned individual.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors including the type and/or extent of the pressure used to obtain consent. When someone makes clear they do not want to engage in certain sexual activity, wants to stop, or does not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Complainant: An ATSU community member who alleges their educational or employment rights were infringed upon based on class-based (race, sex, religion, etc.) discrimination or harassment.

Investigation: A process conducted by unbiased investigators to gather and synthesize evidence while providing analysis of the credibility of evidence. In the General Discrimination Grievance Process, investigator(s) will make a determination of in violation or not in violation of policy. In the Title IX Grievance Process, the investigator(s) will not make a determination of in violation or not in violation, but instead, determine the facts to be considered by the hearing panel.

Consent: Consent is knowing, voluntary, and clear permission by word or action to engage in sexual activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss him/her back (if you want to) without the need to explicitly obtain his/her consent to being kissed back. Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time. Consent to some sexual contact (including kissing or fondling) cannot be presumed to be consent for other sexual activity (including intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Finding: The determination of the hearing panel (Title IX Grievance Process) or investigators (General Discrimination Grievance Process) regarding a violation of policy based on the preponderance of the evidence standard.

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion intended to

overcome resistance or produce consent (e.g., “Have sex with me, or I'll hit you.” “Okay, don't hit me, I'll do what you want.”).

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

General discrimination: Discrimination or harassment not defined or covered under Title IX regulations and the Title IX Grievance Process.

Grievance and Equity Response Team (GERT): A team of trained ATSU employees who serve as advocates, investigators, hearing panel members, and appellate panel members within the grievance process. GERT membership is maintained and trained by the Title IX coordinator.

Hearing panel: A group of trained ATSU employees (usually three) from the GERT who hear and conduct a proceeding to determine a finding regarding a formal complaint of discrimination in the Title IX Grievance Process.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs. Incapacitation occurs when someone cannot make rational, reasonable decisions, because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of the sexual interaction). Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk. This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs. Incapacitation should be evaluated from the ability of the respondent to know of the incapacitation.

Preponderance of evidence: The standard of evidence used in this policy. This standard indicates it is more likely than not of a finding of either in violation or not in violation of policy.

Recipient: The institution receiving federal funding. In this policy, the recipient is ATSU.

Respondent: Party accused of violating ATSU policy.

General overview of grievance processes

The general overview of grievance processes is a simplified guide. For specific information about each process, please review the actual processes, *Title IX Prohibited Conduct and Grievance Process and General Discrimination Prohibited Conduct and Grievance Process* below.

Initial review of formal complaints. Formal complaints of discrimination and harassment made under this policy will be reviewed under a multipronged approach.

1. Formal complaints will be reviewed to consider whether they are sex (including pregnancy) or sexual orientation based in nature. Formal complaints which could be sex (including pregnancy) or sexual orientation based in nature will be considered initially under the Title IX Grievance Process. Formal complaints which are not sex (including pregnancy) or sexual orientation based will be routed to the General Discrimination Grievance Process.
2. Sex (including pregnancy) or sexual orientation based formal complaints routed to the Title IX Grievance Process will be reviewed as to whether they fall under Title IX Final Rule published in the Federal Register, May 19, 2020.
3. If a sex (including pregnancy) or sexual orientation based formal discrimination complaint at any point is dismissed as a potential violation under the Title IX Grievance Process (See Title IX Prohibited Conduct and Grievance Process.), it will be reviewed as a potential violation under the General Discrimination Grievance Process (See General Discrimination Prohibited Conduct and Grievance Process.).
4. Components of discrimination or harassment, which indicate a potential violation of both the Title IX and General Discrimination Grievance Process, will be considered under the Title IX Grievance Process. If no Title IX violation is found, the complaint may be considered under the General Discrimination Grievance Processes.
5. Promotion and progress boards are not involved in the hearing, investigation, sanctioning, or appeal process of formal complaints of discrimination, harassment, or retaliation based on class.

Title IX Grievance Process summary

1. Any formal complaint routed to the Title IX grievance process will be reviewed first to determine if there are grounds for immediate dismissal (See Title IX Prohibited Conduct and Grievance Process B.2.). If the formal complaint is dismissed under the Title IX Grievance Process, it may be reviewed under the General Discrimination Grievance Process.
2. If there are no grounds for dismissal, there will be notice of investigation provided to both the complainant and respondent.
3. Both parties will have opportunities for supportive measures.
4. A formal resolution process will begin, which includes an investigation by an impartial investigator(s), a hearing before an impartial hearing panel of one to three panel members, the opportunity to present witnesses and evidence, the opportunity to cross-examine the other party's witnesses, and the opportunity to appeal.
5. Parties have the opportunity to move from a formal resolution process to an informal resolution process in some instances based on the nature of the complaint.
6. In the formal resolution process, the hearing panel decides on policy violation(s) and sanctions.

7. Both parties have the opportunity to appeal a dismissal or a finding. If an appeal has standing under the policy, an appellate panel will rule on the appeal. Written notice will be provided to the parties following the appellate panel report

General Discrimination Grievance Process summary
1. A discrimination and harassment complaint, which is not sex (including pregnancy) or sexual orientation related or dismissed under the Title IX Grievance Process, will be reviewed under the General Discrimination Grievance Process.
2. Initial steps include a meeting between the investigator and the complainant and implementation of reasonable supportive measures, as requested.
3. If it is determined that if all alleged facts are true there would still be no policy violation, the complaint will be dismissed, and the investigator will produce a report stating such conclusion.
4. If there is a determination of a potential policy violation, notice will be provided to the respondent and appropriate supportive measures provided.
5. An investigation by an unbiased investigator(s) will begin.
6. Written notice to both parties of the investigation findings, including determination of responsibility, sanctions, and available appeal procedures, will be provided to both parties. Both parties have the right to appeal the decision of the investigator to an appellate panel, provided the appeal has standing under this policy. The appellate panel's decision will be communicated to the parties in writing.

Title IX Prohibited Conduct and Grievance Process

This process applies to ATSU community members in their dealings with each other within the educational program of ATSU. If through this process, any University employee or student is found in violation of this policy, then they 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 disrespectful, disruptive, or otherwise prohibited by this policy, regardless of whether such behavior constitutes harassment prohibited by law. Patient complaints related to discrimination or harassment will be addressed under ATSU Policy No. 30-103: Patient Complaints.

Prohibited conduct under Title IX
Prohibited conduct includes unwelcome conduct, whether verbal, non-verbal, physical, or visual, based on or relates to an individual's sex (including pregnancy) or sexual orientation which occurs within the U.S. as a part of the recipient's program or activity to a person who participates in a recipient's program or is attempting to participate in a recipient's program and such conduct has the effect of creating a hostile environment, constitutes quid pro quo harassment, or constitutes sexual assault, dating violence, domestic violence, or stalking..

Hostile environment
Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive it effectively denies a person equal access to the recipient's education program or activity or alters the conditions of employment from both a subjective (the alleged victim's) and an objective (a reasonable person standard) viewpoint.

Determination of whether an environment is “hostile” will be based upon circumstances, including:
1. Conduct's frequency;
2. Conduct's nature and severity;
3. Whether the conduct was physically threatening;
4. Whether the conduct was humiliating;
5. Conduct's effect on the alleged victim's mental or emotional state;
6. Whether the conduct was directed at more than one person;
7. Whether the conduct arose in the context of other discriminatory conduct;
8. Whether the conduct unreasonably interfered with the alleged victim's educational or work performance;
9. Whether the statement is an utterance of an epithet, which engenders offense in an employee or student or offends by mere discourtesy or rudeness;
10. Whether the speech or conduct deserves the protections of academic freedom or the First Amendment of the U.S. Constitution; and
11. Whether the conduct impacts the educational or work environment, regardless of the location of the actual harassment, discrimination, or retaliation.

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 denigrating or showing hostility toward an individual and relate to sex (including pregnancy) or sexual orientation.

Prohibited behavior also includes any unwelcome behavior of a sexual nature, including sexual advances and propositions; requests for sexual favors; sexual jokes, comments, suggestions, or innuendos; foul or obscene gestures or language; display of foul, obscene, or offensive printed or visual material; unwelcome physical contact of a sexual nature, including 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:
1. Submission to such conduct is an explicit or implicit condition of employment or education; or
2. Submission to or rejection of such conduct is used as a basis for employment-related or academic related decisions, including promotion, discharge, performance evaluation, pay adjustment, discipline, work assignment, or any other condition of employment or career or academic development; or
3. 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

Quid pro quo harassment

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. A person having power or authority over another constitutes sexual harassment when submission to sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's educational or employment progress, development, or performance. This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational or employment program.

Sexual assault, dating violence, domestic violence, and stalking

Sexual assault, defined as:

1. Sex offenses, forcible – Any sexual act directed against another person, without the consent of the complainant, including instances where the complainant is incapable of giving consent. This includes attempts to commit any of the following acts.
2. Forcible rape – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the complainant.
3. Forcible sodomy – Oral or anal sexual intercourse with another person, forcibly and/or against that person's will, or not forcibly or against the person's will (non-consensually) in instances where the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
4. Sexual assault with an object – To use an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will, or not forcibly or against the person's will (non-consensually) in instances where the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
5. Forcible fondling – The touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against that person's will (nonconsensual), or not forcibly or against the person's will in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
6. Sex offenses, nonforcible – Nonforcible sexual intercourse. This includes attempts to commit any of the following acts.
    a. Incest – Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by state law.
    b. Statutory rape – Nonforcible sexual intercourse with a person who is under the statutory age of consent where the violation occurs.

Dating violence, defined as: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the relationship, type of relationship, and frequency of interaction between the persons involved in the relationship. For purposes of this definition

1. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
2. Dating violence does not include acts covered under the definition of domestic violence.

Domestic violence, defined as: A felony or misdemeanor crime of violence committed against the complainant by a:

1. Current or former spouse or intimate partner of the complainant;
2. Person with whom the complainant shares a child in common;
3. Person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; or
4. Person similarly situated to a spouse of the complainant under the state or local domestic or family violence laws.
5. Any other person against an adult or youth complainant who is protected from that person's acts under state or local domestic or family violence laws.

Domestic violence does not apply to those who are roommates, but do not meet other components of the definition.

Stalking defined as: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

1. Fear for the person's safety or the safety of others; or
2. Suffer substantial emotional distress.

For the purposes of this definition:

1. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
2. Reasonable person means a reasonable person under similar circumstances and with similar identities to the complainant.
3. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

Additional sex-based complaints of discrimination or harassment, which are mandated by state law, federal court decisions, or state court decisions to have a hearing as a part of the grievance process, will follow the Title IX Prohibited Conduct and Grievance Process.

Title IX grievance procedures

Any individual, who feels s/he 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 their supervisor or one of the contact persons described in this policy. Once a report is shared with the Title IX

coordinator or deputy Title IX coordinator, the complainant will be notified in writing of their ability to file a formal complaint. All University employees are required to report any knowledge of violation of this policy, with the limited exception of licensed professional mental health counselors and other persons with a professional license requiring confidentiality who are working within that license.

Those doing confidential research approved by ATSU's Institutional Review Board are not required to report instances of harassment, discrimination, or retaliation reported to them within the specific scope of research. However, researchers must contact the Title IX coordinator to receive guidance on providing the research subject with information on reporting and access to supportive measures and interim remedies.

If a complainant does not wish for a formal complaint to move forward, the Title IX coordinator (or designee) may move forward and submit a formal complaint if there is a compelling risk to health or safety of individuals or the community based on a risk assessment. The risk may be based on pattern, predatory behavior, abuse of minors, use of weapons, and/or violence.
Upon receipt of a formal discrimination or harassment complaint based on sex, the Title IX coordinator (or designee) will conduct an initial assessment of the formal complaint to determine whether it indicates a possible violation of this policy. If a report is made, the Title IX coordinator (or designee) will review the report in an initial meeting with the complainant. 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.
A report must be made in writing to the Title IX coordinator or a deputy Title IX coordinator to initiate an initial assessment, which may lead to an investigation.
A complainant may receive supportive measures without submitting a formal complaint in writing. Supportive measures include, but are not limited to, academic, housing, co-curricular activity, and employment adjustments, temporary no-contact orders, and other steps to stop the behavior and prevent its occurrence in the interim.
The Title IX coordinator (or designee) will review the formal complaint to determine if there is a need to dismiss it as a Title IX violation and refer it to the General Discrimination Grievance Process.
Mandatory dismissal under Title IX will occur because:

1. Alleged behavior did not occur within the U.S.
2. Alleged behavior did not occur within the education program or activity (including buildings or property controlled by recognized student organizations), and/or the respondent is not within ATSU's jurisdiction.
3. Alleged behavior did not meet the definition of sexual harassment, sexual assault, stalking, domestic violence, or dating violence in the policy.
4. Complainant was not participating or attempting to participate in the educational program or employment of the recipient.

Discretionary dismissal by ATSU may occur when:

1. Complainant wishes to withdraw the formal complaint (if the complainant notifies the Title IX coordinator, in writing, of this wish).
2. Respondent is no longer enrolled or employed by the recipient.
3. There are specific circumstances preventing ATSU from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If a federal or state court requires a hearing for sex- or gender-based offenses, then dismissal under B.2.c.1 and B.2.c.2 do not apply.

Reports are reviewed, investigated, and heard by GERT members. In some instances, an outside party may be contracted to complete some or all of the roles in the grievance process.
GERT is made up of the Title IX coordinator, deputy Title IX coordinators, and other employees trained to serve in a variety of roles within the grievance process.
GERT members receive annual training. This training may include the following topics, processes, and skills, but is not limited to: 1) Training topics: definition of sexual harassment, scope of the recipient's education program or activity, impartiality, how to avoid prejudging of facts, conflicts of interest, bias, issues of relevance as it relates to questions and evidence (specifically as how it relates to sexual predisposition or prior sexual behavior), 2) Processes: how to conduct an investigation, hearing, appeal, and an informal resolution, and 3) Skills: ability to use technology in a live hearing, writing of investigative reports, and writing of hearing and appeals decisions.
GERT members are required to attend annual training. Training is posted on atsu.edu/titleix.
If, following initial review of the complaint, it is determined no potential policy violations exist, the Title IX coordinator (or designee) will produce a report stating such conclusion, including all elements of the initial meeting and supportive measures taken.
If, after an initial meeting between the Title IX coordinator (or designee) and a complainant, it is determined any part of this policy may have been violated, the complainant may choose to utilize a formal or informal process to address the complaint:

1. Whether a formal or informal complaint, the respondent and complainant will receive notice of the accusations with:
    a. Applicable policies with specific sections of violation identified
    b. Notice of details of allegation(s)
    c. Identities of parties involved
    d. Date(s) of incident(s)
    e. Location(s) of incident(s)
    f. A statement that the respondent is presumed not in violation of policy
    g. Access to applicable policies
    h. A reminder of the expectation for truthfulness in the process

Informal resolution - Typically used for less serious offenses and when the respondent is willing to accept responsibility for some or all of the alleged violation(s). The complainant and respondent must agree to informal resolution in writing.

An informal resolution is available to the parties at any time up until a determination has been made within a formal process. Any party involved within an informal resolution may stop it at any time up until an agreement is achieved and request a formal resolution process.
Informal resolution process:

1. Parties engage in a dialogue regarding the accusations through a trained facilitator (often the Title IX coordinator). This may be in person, through shuttle diplomacy, or some other manner.
2. Respondent may accept responsibility for all or some of the allegations.
3. Sanctions and remedies are determined by the parties through dialogue and not by ATSU.
4. Parties come to a written resolution which will be maintained on record by the Title IX coordinator.
5. Both parties may have an advisor of their choice present for the informal resolution.
6. ATSU will provide both parties in an informal resolution with written notice of the reported misconduct and any sanctions or remedies that may result from the process.
7. If an informal resolution process is initiated and then stopped, information shared during the informal resolution discussion or process may not be used in the formal resolution process.
8. Parties who begin an informal resolution and request to return to a formal resolution for any reason will not be able to return to the informal resolution process.
9. An informal resolution cannot be conducted between an employee and student. Informal resolutions may only be utilized in employee/employee or student/student complaints.
10. Parties who reach an agreement through an informal resolution waive their appeal rights.
11. A resolution within the informal resolution process is made with the agreement of non-disclosure, and the resolution is binding. Either party who violates the resolution may be in violation of additional policies. Once the agreement is made, there cannot be a formal process resolution.

Formal resolution - Investigation and a hearing before neutral, impartial panel members, subject to appeal and final determination. Remedies to restore those impacted will be implemented upon a finding of a policy violation.

Investigation

1. Length of investigations is based on a number of factors and variables, including nature and detail of complaint received, complexity of investigation, and cooperation level of parties and witnesses.
2. Investigations will be completed within a prompt and reasonable timeframe dependent on the context and facts related to the complaint.
3. Parties will be regularly updated as to projected timeline for completion of the investigation. During the process, parties will be given timely notice of any meetings at which either or both may be present. Parties will have equal opportunity to present witnesses and provide evidence. Both parties have the opportunity to have an advisor of their choice. If either party does not have an advisor during the investigative process, ATSU will provide an advisor for the party, if the party wishes. During the hearing process, an advisor is required and will be provided to the parties if they do not have one. It is advised supervisors of the parties should not be advisors. If a supervisor of the respondent is the advisor of choice for either party, the supervisor will not be involved within the sanctioning process. Parties' advisors may not contact investigators, Title IX coordinator, hearing panel members, or appellate panel members directly. All contact should be initiated and carried out by the parties themselves.
4. Investigators will be assigned from the GERT in an effort to provide the most fair and impartial process. In some circumstances, investigators may be third party consultants.
5. If a respondent withdraws from the University during the investigation process, the respondent will not be permitted to re-enroll until disposition of the case, and a notation will be placed on their transcript.
6. At the conclusion of the investigation process, the investigation report and evidence collected will be submitted to the Title IX coordinator (or designee), in order to share the report with the parties and provide the report and evidence for the hearing panel.
7. A draft of the investigative report will be provided to the parties. The parties will have 10 business days to respond in writing to the draft report.
8. After receiving responses to the draft report or waiting 10 business days and there is no response, investigators will review additional material provided by the parties and compile the final investigation report.
9. The final investigation report will be provided to the parties, who will have 10 business days to respond to the final investigative report in writing prior to the beginning of the hearing process.
10. In addition to the final report, parties will receive all evidence collected in the investigative process.

Hearing

1. The hearing will be conducted live. Hearings may be conducted virtually or in person depending on case circumstances. Parties will be notified of the hearing time and date no fewer than 10 business days in advance. Notification will include a description of violations of policy; date, time, and location of the hearing; rules of the hearing, and hearing panel members. Rescheduling of the hearing is at the hearing panel chair's sole discretion. In the case of multiple respondents, there may be joint or separate hearings, and the notice will so indicate.
2. The panel chair will conduct the hearing.
3. The hearing panel will be selected from GERT, who have not previously been involved in the case and have no known bias. ATSU may utilize third party consultants as hearing panel members and chairs. Any objections to hearing panel members must be raised in writing to the Title IX coordinator no fewer than five days prior to the hearing. Removal or changing of a hearing panel member is at the discretion of the Title IX coordinator (or designee).
4. Prior to the hearing, a pre-hearing conference will be offered to both parties. The pre-hearing conference will discuss procedural expectations with the parties, answer

questions, and resolve any contested areas of process. Issues of relevance regarding lines of questioning and evidence are best decided in the pre-hearing conference rather than during the hearing. The pre-hearing conference will not be recorded.

5. Hearing panel will review the witness testimony, investigator report, and other submitted evidence in order to make a decision of the respondent being in violation or not in violation.
6. Hearing will proceed at the scheduled time, unless rescheduled by the panel chair. Absence of parties, witnesses, or advisors will not postpone a hearing.
7. Both parties may choose to submit an impact statement. The impact statement must be provided to the Title IX coordinator at least one day prior to the hearing. The impact statements will be held by the Title IX coordinator; if the respondent is found responsible at the hearing, impact statements will be provided to the hearing panel for its use during the sanctioning phase.
8. Hearing panel will begin the hearing with an assumption of not in violation on behalf of the respondent. As evidence is introduced, the hearing panel will evaluate credibility of the evidence until all evidence is presented to develop a finding.
9. Hearing panel will use "preponderance of evidence" standard of evidence when determining whether there is a violation of policy.

Order of the hearing:

1. Welcome and explanation of the process
2. Presentation of investigative report by the investigator
3. Witnesses for complainant and complainant's testimony
4. Witnesses for respondent and respondent's testimony
5. Witnesses requested by hearing panel
6. Conclusion of hearing and notification of timeline for finding

The hearing panel may create time limits for different aspects of the hearing process including how long an advisor has to question a party or witness, presentation of the investigative report, opening or closing remarks, etc. Time limits should be equal between the parties.

Investigators will present their investigation report during the hearing. The investigative report will not make an indication of findings, but share evidence found during the investigation. Investigators are not to share an opinion regarding whether or not a violation occurred.

Parties are entitled to provide witnesses at the hearing. Parties may submit witness lists. Any witness lists must be submitted to the Title IX coordinator no fewer than five business days in advance of the hearing. Witnesses, not submitted five business days prior to the hearing, may not be permitted to participate. The hearing panel chair will notify all parties of the shared witness list no fewer than two business days prior to the hearing. The investigator must have previously questioned all witnesses (If an in-person or virtual questioning is not possible, written response to questions may be accepted as an investigator interview.). It is the parties' responsibility to ensure their witnesses are present at the hearing.

Hearing panel will ask its questions of each witness prior to direct questioning and cross-examination by the parties' advisors. If a party's advisor does not arrive for the hearing, ATSU will provide an advisor to conduct direct and cross-examination questions provided by the party.

Parties, by their advisors, may question their own witnesses and cross-exam witnesses submitted by a different party. Advisors for parties will conduct questioning, and not the parties themselves. Advisors are to submit their questions from a seated position and in a professional tone. Parties, witnesses, or advisors who behave in a non-professional manner may be removed by the hearing panel chair. Witnesses may only be present for the part of the hearing in which they are questioned. The decision makers may consider testimony and evidence provided at the hearing or within the investigative process. The panel may consider evidence collected during the investigation including interview summaries, transcripts, document evidence, or other evidence regardless of whether a party or witness submits to direct or cross examination. A party or witness' willingness to submit to cross examination or direct examination may impact the credibility analysis by the hearing panel.

The hearing panel chair will communicate a process to parties, advisors, and witnesses regarding whether a question is relevant and, therefore, whether a party should answer. The hearing panel chair has absolute discretion to determine which questions are relevant and may decline to pose or permit certain questions based on relevance. Rationale for not permitting certain questions must be provided within two business days to the submitting party. Questions are usually not allowed because of lack of relevance, repetition, or because they are abusive in nature.

Parties and witnesses are encouraged to respond to the hearing panel chair's approved questions submitted by the advisors and hearing panel. A party does not need to be present for an advisor to ask direct and cross-examination questions of witnesses or other parties.

Each party also has the opportunity to refer the hearing panel to inculpatory evidence (evidence indicating the respondent violated policy) or exculpatory evidence (evidence indicating the respondent did not violate policy) which has already been submitted during the investigation. Evidence submitted during the investigation will be available to the hearing panel and does not need to be resubmitted during a hearing. Evidence should be submitted during the investigation period and not during the hearing period. The hearing panel chair has the right to deny admittance of evidence not submitted during the investigation or to refer the case back to the investigation stage.

Unless the Title IX coordinator (or designee) determines it is appropriate, no one will present information or raise questions concerning: (1) incidents not directly related to the possible violation, unless such incidents evidence a pattern; (2) sexual history of the parties (Though there may be a limited exception with respect to pattern, sexual history between parties, or where evidence regarding the complainant's sexual history is offered to prove a person or

persons ,who are not the respondent, engaged in the reported misconduct, if relevant); or (3) character of the parties. While previous conduct violations by the respondent are not generally admissible as information about the present allegation, investigators may supply the hearing panel with information about previous findings to consider as possible evidence of pattern and/or predatory conduct. There will be no observers of the hearing and no more than one advisor per party at the hearing. If a party has need for a supplemental advisor related to a disability or language translation, it may be allowed based on a review of documentation. The need for a support advisor related to a disability or language translation must be arranged prior to the hearing with the Title IX coordinator (or designee).

The hearing will be recorded only by the Title IX coordinator (or designee) and only for potential use in appeals. There are to be no other recordings by the parties or anyone else. If there is an appeal, the recording may be reviewed by the parties and their advisors in a controlled setting to be determined by the Title IX coordinator (or designee). No copies of the recording will be provided.

Deliberations will occur with only the hearing panel and the Title IX coordinator (or designee) present. The Title IX coordinator (or designee) is only present to clarify questions. The hearing panel will make the final decision. Deliberations are not recorded.

Simultaneous written notice to the parties describing hearing findings, including determination of responsibility and sanctions and available appeal procedures, will occur within five business days of the hearing. Any delay within the notification of findings and sanctions will be communicated to the parties simultaneously.

All ATSU employees who are not named as respondents must cooperate fully with any investigations and hearings.

Exception - Employees acting under a professional license, which provides privilege (i.e., behavioral health & wellness counselors)

Employees who have a professional license, which provides privilege, but are not acting under that license, do not have privilege (i.e., a healthcare provider serving in a professor role).

Academic information protected under the Family Educational Rights and Privacy Act (FERPA) is available to investigations as legitimate educational interest.

Complainant, respondent, and appropriate officials will be given timely and equal access to information to be used during informal and formal disciplinary meetings and hearings.

Complainants and respondents are able to gather their own evidence and may discuss the allegations in the process of gathering evidence.

General Discrimination Prohibited Conduct and Grievance Process

This process applies 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. Patient complaints related to discrimination or harassment will be addressed under ATSU Policy No. 30-103: Patient Complaints. If through this process, any University employee or student is found in violation of this policy, then they 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 disrespectful, disruptive, or otherwise prohibited by this policy, regardless of whether such behavior constitutes harassment prohibited by law.

General discrimination prohibited conduct

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, age, disability, veteran status, sex (which are not covered under the Title IX Grievance Process) or any other status protected by applicable law, and has the effect of creating a hostile environment which:

1. Has the effect of unreasonably interfering with an individual's work or student's performance.
2. Has the effect of otherwise adversely affecting an individual's employment or educational opportunities.

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's standard) viewpoint. Determination of whether an environment is "hostile" will be based upon circumstances, including:

1. Conduct frequency;
2. Conduct's nature and severity;
3. Whether conduct was physically threatening;
4. Whether conduct was humiliating;
5. Effect of conduct on the alleged victim's mental or emotional state;
6. Whether conduct was directed at more than one person;
7. Whether conduct arose in the context of other discriminatory conduct;
8. Whether conduct unreasonably interfered with the alleged victim's educational or work performance;
9. Whether the statement is an utterance of an epithet, which engenders offense in an employee or student, or offends by mere discourtesy or rudeness;
10. Whether the speech or conduct deserves the protections of academic freedom or the First Amendment of the U.S. Constitution.

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 denigrating or showing hostility toward an individual and relate to race, color, religion, ethnicity, national origin, sex, age, disability, veteran status, or any other status protected by applicable law.

Discrimination, harassment, and retaliation grievance procedures

Any individual who feels they have witnessed or experienced behavior prohibited by this policy or who has questions, concerns, or information regarding violations of this policy must immediately report the circumstance(s) or incident(s) to their supervisor or one of the contact persons described within this policy.
Upon receipt of a discrimination, harassment, or retaliation report, the University will conduct a prompt, thorough, and impartial review, evaluating all relevant information and documentation relating to the report.

If a report is made, ATSU's Title IX coordinator (or designee) will review the report in an initial meeting with the reporting party. 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.

If, following the initial review of the complaint, it is determined no potential policy violations exist, the Title IX coordinator (or designee) will produce a report stating such conclusion, including all elements of the initial meeting and interim remedial steps taken.

Interim remedial steps may include academic or work adjustments, no contact orders, temporary suspension of the responding party, or any other reasonable measure to facilitate the end and prevention of harassment or discrimination.

If, after an initial meeting between ATSU's Title IX coordinator (or designee) and a reporting party, it is determined any part of this policy may have been violated, a full investigation will be conducted. Investigators from GERT will be assigned. Investigators will be appropriately trained and will not have a conflict of interest or bias against the reporting or responding party. In some instances, an outside party may be contracted to complete some or all of the roles in the grievance process.

Parties will be regularly updated as to projected timeline for completion of investigation. During the process, the reporting party and responding party will have equal opportunity to present witnesses and provide evidence. Reporting party, responding party, and appropriate officials will be given timely and equal access to information to be used during informal and formal disciplinary meetings and hearings.

All ATSU employees, who are not named as responding parties, must cooperate fully with any investigations.

Exception - Employees acting under a professional license which provides privilege (i.e., behavioral health & wellness counselors).

Employees who have a professional license, which provides privilege, but are not acting under that license, do not have privilege (i.e., a healthcare provider serving in a professor role).

Academic information protected under FERPA is available to investigations as legitimate educational interest.

Investigators use "preponderance of evidence" standard when determining whether or not there is a violation.

Sanctions

Sanctions are determined by the hearing panel (within the Title IX Grievance Process) or recommended by the investigators (within the General Discrimination Grievance Process).

Sanctions for student violations of ATSU Policy No. 90-210 may include, but are not limited to a reprimand, disciplinary warning to be added to the student's permanent file, educational sanctions, required counseling, limitations in activities, probation, suspension, dismissal, revocation of diploma, student organizational sanctions, and other context appropriate sanctions.

Sanctions for employee violations of ATSU Policy No. 90-210 may include, but are not limited to, disciplinary warning to be added to the employee's permanent file, performance management improvement process, required counseling, probation, additional training, suspension with or without pay, loss of annual pay increase, loss of oversight or supervisory responsibility, demotion, dismissal, and other context appropriate sanctions.

ATSU community members who share employee and student status may be sanctioned under either or both statuses.

Sanctioning is guided by the ATSU Policy No. 90-210 sanctioning guide.

Appeals

Parties will have the right to appeal within five business days of receiving the findings and sanctions or the report's dismissal. If the appeal is not timely or substantively eligible, the original decision will stand, and the decision will be final. The party requesting the appeal must show error per the grounds below and sanctions are presumed to have been decided reasonably and appropriately. The only grounds for appeal are:

1. A procedural irregularity affecting the outcome of matter.
2. To consider new evidence, unavailable during the original hearing or investigation, which could substantially impact the decision in the matter. A summary of this new evidence and its potential impact must be included.
3. Investigators or hearing panel members had a conflict of interest or bias affecting the outcome of the matter.

Parties will be provided the evidence which is relevant or directly related to the finding in an electronic format. The evidence is not to be printed or transferred to other parties. The parties may request their advisor receive access to the evidence as well.

Appeals must be submitted for review to the Title IX coordinator (or designee) to determine standing. Appeals with standing will be forwarded to a panel of trained GERT member(s) or third-party consultant(s).

If an appeal is determined to have standing, the other party will have the opportunity to review the appeal and provide a written response within three business days. If some or all of an appeal is determined to not have standing, the appealing

party will receive notice and explanation. A decision to deny an appeal because of a lack of standing is not appealable.

Upon receipt of a written appeal, an appellate panel consisting of up to three GERT members (or outside consultant(s)) will be selected to rule on the appeal.

Appeals decisions are to be deferential to the original hearing body, making changes to the finding only where there is clear error and to the sanction only if there is a compelling justification to do so. An appeal is not an opportunity for appeals officers to substitute their judgment for that of the original hearing body merely because they disagree with the finding and/or sanctions.

Any sanctions, excluding termination, employment transfer, or expulsion, imposed at the conclusion of an investigation will remain in effect during the appeals process. Termination, employment transfer, expulsion, or dismissal will be treated as a suspension from the conclusion of the application of sanctions to the conclusion of the appeal process. If employment termination, employment transfer, or expulsion are upheld in the appeal process, such sanction will be instituted immediately at the conclusion of the appeal.

The appellate panel will rule on the appeal within 15 business days. Any extension of time beyond 15 business days will be communicated to both parties along with an updated timeframe for the ruling. If an appeal is granted, direction will be provided by the appellate panel regarding next steps.
Appellate panel may:

1. Remand case to the original hearing panel.
2. Remand case to a new hearing panel.
3. Remand case back to the original investigators.
4. Remand case to a new set of investigators.
5. Make no change to the decision or sanction.

Amnesty

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.

Free speech and academic freedom

1. Faculty and other academic appointees, staff, and students of the University enjoy significant free speech protections guaranteed by the First Amendment of the U.S. Constitution.
2. This policy is intended to protect members of the University community from discrimination, not to regulate protected speech.
3. This policy will be implemented in a manner recognizing the importance of rights to freedom of speech and expression.
4. The University also has a compelling interest in free inquiry and collective search for knowledge, and thus, recognizes principles of academic freedom as a special area of protected speech.
5. Consistent with these principles, no provision of this policy will be interpreted to prohibit conduct legitimately related to course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums.
6. Freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct violating federal or state anti-discrimination laws.

Record retention

ATSU will maintain copies of the following documents/records relating to this policy in accordance with ATSU's record retention schedule.

1. Each discrimination investigation report and evidence gathered;
2. Final determination letters and disciplinary sanctions imposed upon respondent;
3. Audio or audiovisual recordings or transcript of live hearings;
4. Remedies provided to complainant in order to restore or preserve equal access to education programs or activities;
5. Any appeal and the result therefrom;
6. Informal resolution agreements;
7. Supportive measures offered in response to a report or formal complaint of sexual harassment;
8. Written basis explaining ATSU was not deliberately indifferent in its response to reports for formal complaints of sexual harassment, which is often a conclusion of the investigation report and hearing panel report;
9. ATSU will retain all materials used to train Title IX coordinators, investigators, and any person who facilitates an informal resolution process;
10. Documentation for reasons why supportive measures were not provided and why it was reasonable in light of known circumstances.

Responsibility

All ATSU employees: Employees are required to report instances of discrimination, harassment, or retaliation to the Title IX coordinator or deputy Title IX coordinators and cooperate fully in an investigation when not named as a respondent.
All ATSU employees and students:

1. Employees and students are required to comply with the requests of the Title IX coordinator (or designee) in implementing supportive or interim measures and sanctions.

2. Employees and students who are not named as responding parties must cooperate fully with investigations and hearing panels.

Title IX coordinator: Responding to and monitoring all complaints of discrimination, harassment, or retaliation from students, employees, members of the public, or beneficiaries is the responsibility of the Title IX coordinator or their designee.

This employee is responsible for facilitating appropriate sex- and gender-based harassment and discrimination awareness, prevention, training, monitoring, reporting, investigation, and resolution at ATSU.

Admissions Policies

Advanced Standing

Advanced Standing may be granted to individuals enrolling in select professional, post-professional or graduate programs. Advanced Standing, if granted, is based on a review of prior learning that may include successfully completed academic coursework at another degree-granting institution; other relevant programs/courses taken in the workplace, from professional organizations or in other training contexts where appropriate certification is available; and/or documented applicable work experiences.

A maximum of 65% of the total number of credits toward the degree may be granted for advanced standing (unless otherwise stated in an institutional agreement). Specific credit maximums, advanced standing requirements, and required documentation vary by program.

To be considered for advanced standing, submit the completed Advanced Standing Credit Form (pdf) to the program director with all required supporting documentation. Check the catalog for specific program requirements/forms/portfolio instructions.

In order for advanced standing applications to be considered, the following criteria must be met for each type of prior learning required by a program:

For academic coursework (for each course considered unless otherwise stated in an institutional agreement):

- Official transcript documenting successful completion of course(s).
- Course syllabi or copy of course catalog with course description.
- Course is a professional or graduate level course from a college or university accredited by a U.S. Department of Education institutional accreditor.
    - Graduates of non-US accredited universities may need transcript/syllabi review by a recognized external agency and/or program-administered testing to establish equivalency. See program-specific requirements in catalog.
- 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.
- Course must be equivalent to or greater than the amount of credit assigned to the specified ATSU course.

For other courses or programs:

- Continuing education course/seminar/program descriptions, proof of completion and certification awarded.

For work experience:

- Letter from employer/s specifying nature and extent of program-related work experiences.

The appropriate ATSU program director 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 director, the application and all accompanying materials will be forwarded to the Enrollment Services Office for final review. Once signed and approved by Enrollment Services, the advanced standing status will be processed.

Transfer Credit

In order for the **Transfer and Associated Academic Credit Request (pdf)** to be considered, the following criteria must be satisfied:

- 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 college or university accredited by a U.S. Department of Education institutional accreditor.
- 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.
- 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).

The appropriate ATSU program director 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 director, the application and all accompanying materials will be forwarded to the Enrollment Services Office for final review. Once signed and approved by Enrollment Services, the transfer credit will be processed.

Transferability of ATSU Credits

The transferability of credits earned at A.T. Still University of Health Sciences is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at A.T. Still

University of Health Sciences will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at A.T. Still University of Health Sciences to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at A.T. Still University of Health Sciences will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Re-Admission Policy & 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 (pdf)** to Enrollment Services 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 ATSU Enrollment Services. 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.

Criminal Background Checks

Criminal background checks are required for students enrolling in residential programs or online programs that require a background check. Background checks are conducted by a vendor selected by ATSU. The student is responsible for the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. Matriculants with a positive criminal background screen will be reviewed. Any arrests, fines, charges (pending and/or dropped), or convictions that occur after a criminal background check is filed must be reported to the Vice Chancellor of Student Affairs within 5 days of the occurrence. A new background check is required if a student defers their admission, takes a leave of absence, or withdraws for any reason and one year has elapsed. If a current ATSU student is admitted to a new program and it has been a year or more from the last date of the previously submitted background check, a new background check is required. The criminal background check policy development and approval is shared by the Vice Chancellor for Student Affairs and the President of Missouri Campus or the President of the Arizona & California Campuses.

Additional background checks may be required for clinical rotations and are at the expense of the student.

Enrollment Services will provide a letter of verification of background check completion for matriculation purposes up to one year from the date of the background check reviewed for matriculation upon student request.

Student Policies

Code of Academic Conduct

Students are expected to conduct themselves in a manner befitting the learned and honorable profession which they are entering. This code is directed to the expectation of academic honesty. While students have an obligation to assist fellow students in meeting the common goals of education, they have an equal obligation to maintain the highest standards of personal integrity.

In general, violations of the Code of Academic Conduct shall initially be investigated and handled by the Dean of the College/School or their designee. The following will be considered violations of the institution's Code of Academic Conduct:

- Cheating, in general, on any required academic activity. This includes, but is not limited to, collaborating with another student or students during an academic exercise without the consent of the instructor, claiming credit for the work or efforts of another without proper citation, failing to submit one's own work or efforts, submitting the work of others as one's own, attempting to have oneself represented by another person in group activities (including discussion forums and work groups), falsifying or creating records to complete an academic exercise, including clinical requirements (falsification of histories, physicals, laboratory tests, rotation records, etc.), internships, assignments, etc.;
- Failure to appear before the University when called to offer testimony, and failure to testify fully and truthfully during any such appearances;
- Misrepresenting facts for the purpose of gaining admission, enrollment, or academic advancement, or aiding another person in such misrepresentation;
- Providing or receiving unauthorized assistance during any test or examination, representing or attempting to have oneself represented by another in the taking of an examination, preparation of a paper, or other academic activity;
- Plagiarizing, or presenting the work of another as one's own. This includes copying of another person's ideas or words, interspersing one's own words within another's work, paraphrasing another's work without appropriate attribution, fabricating sources of data, and other uses of another's ideas or words without acknowledgment;
- Misuse of University technology and networking resources;

- Misusing confidential materials. It is an offense to knowingly or recklessly procure, distribute, or receive any confidential materials such as pending examinations, tests/quizzes, or assignments from any source without the proper, written consent of the course instructor.
- Submitting academic work for which academic credit has already been earned, when such submission is made without instructor authorization;
- Failure to report any of the above violations to the appropriate Dean, College/School Administrator, Vice Chancellor of Student Affairs or their designee.

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 Guide.

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. 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 assess 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.

Code of Behavioral Standards

The Code of Behavioral Standards is located in the ATSU University Student Handbook, which can be accessed by selecting *University Student Handbook* link under the header *University* on the ATSU University Catalog homepage.

Student Address/Location Policies

Determining Student Location

To comply with federal and state laws and regulations, consumer protection requirements, and state authorization requirements, A.T. Still University (ATSU) determines the location of its prospective and current students using the following methods.

Determining Location for Campus-Based Programs

For students enrolled in residential programs, location is automatically determined by the state in which the campus is located (e.g., Arizona, California, or Missouri). For the purposes of professional licensure disclosures, even if a prospective student in the recruitment or admission process has not yet physically relocated to the state where the program is located, they are still considered to be in that state due to the nature of the academic program.

Determining Location for Online Programs

Prospective students who apply or express interest in a distance education program are located in the state listed in their local address at the time of application for inquiry. The student's location may change if the student's address changes during the recruitment process or subsequent to their matriculation.

Verifying State of Legal Residence

All students must verify their state of legal residence in the Anthology Student Portal prior to matriculation, in compliance with State Authorization Reciprocity Agreements (SARA). Failure to comply may result in a hold on the student's record until the verification has been completed. Additionally, students are required to verify their address information every six months.

Update Address/Location

ATSU defines location as the local address at which the student resides. ATSU requires students to update address/location every 6 months. This update will occur through a prompt immediately after authenticating to the ATSU Portal. Students need to provide both local and permanent addresses and phone numbers. The information collected will be used in instances of a medical or other emergency or if a student is deemed missing. To restrict your contact information to only those who need to know the information (University staff, emergency response personnel, etc.) students may do so by placing a restriction on directory information. To learn more about directory restrictions visit the FERPA Policy section on the ATSU Enrollment Services website.

Address/location updates can be made at any time by following the instructions located on the ATSU Enrollment Services website.

Absence Policies

Occasionally, it may be necessary for a student to take leave from courses for a variety of reasons, including but not limited to, health reasons, personal reasons, active military service, dependent or family care responsibilities or board exam reasons. It is advisable for students who want to interrupt their programs to work closely with their program to make arrangements for the interruption.

ATSU currently has three allowable types of absences, all of which require Dean approval:

- Short Term Absence - 5 consecutive class days or less
- Extended Absence - 6 to 15 consecutive class days
- Student Leave - 16 consecutive class days, up to two consecutive terms

It is recommended that, whenever possible, a student with loans consult with Enrollment Services and/or the lender before taking a student leave.

International students in F-1 non-immigrant status must also contact Enrollment Services prior to the initiation of a Student Leave and before returning to campus to ensure compliance with current SEVIS regulations and visa restrictions.

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 slightly 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 a separate Student Leave approval. If the official Student Leave request is not approved and the student does not return within the time frame outlined in the Extended Absence Contract, the student will be administratively withdrawn from the program and must re-apply for admission.

The required form may be found here: Extended Absence Request Form (pdf)

Student Leave – Contract Required

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 Student Leave. Student Leave approval is subject to individual program policies. A Dean may petition on the student's behalf for a Student Leave if the student is experiencing personal or medical circumstances but refuses to petition for a Student Leave and the Dean believes it is in the best interest that the student go on leave when they have been determined to be a potential threat to themselves or others.

A Student Leave may be requested for medical (physical, mental, and/or maternity), military deployment (a copy of military orders must be provided), or personal/other, which must be specified. When requesting a medical leave, the student must include documentation from their healthcare provider identifying need and anticipated time for the leave.

If approved, a Student Leave may be granted for up to 1 year (2 consecutive terms). If the student does not return within the time frame outlined in the leave, the student will be administratively withdrawn from the program and must re-apply for admission.

The student will not be eligible for financial aid while on leave and no enrollment will be reported to defer student loans. An appointment with a financial aid advisor is recommended prior to taking a leave. A leave notation will appear on the transcript for the term in which the leave began.

The required form may be found here: Student Leave Request Form (pdf)

Withdrawal from School

Students withdrawing from their program must fill out the program withdrawal form located on the ATSU portal. Upon form submission, the student's program has two business days to contact the student to discuss the withdrawal. After two business days, the withdrawal will be processed with an official withdrawal date recorded as the initial submission date of the withdrawal form.

Withdrawal (Official): student notifies the University of their intent to withdraw.

Withdrawal (Unofficial): student fails to participate during census week and is withdrawn due to non-attendance.

Note: Both official and unofficial withdrawals result in a change of enrollment status and will be reported to applicable

federal agencies. Such changes may affect financial aid eligibility and federal student loan repayment status.

Reasons why a student might withdraw may include:

- **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.
- **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.
- **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 Chancellor 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.
- **Personal Withdrawal:** Students who wish to voluntarily leave ATSU for personal reasons. Students withdrawing from ATSU must apply for re-admission.
- **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 Enrollment Services.

Withdrawal Timeframe	Transcript Outcome
First 7 calendar days of course	Course will not appear on transcript
First 60% of the course	Course appears on transcript with a grade of "W"
Last 40% of the course	Course appears on transcript with the grade earned in the course

Student Health Insurance

A.T. Still University requires all students enrolled in a residential program to maintain active health insurance coverage. All ATSU students must either enroll in the ATSU student health insurance plan or submit a waiver to receive approval for use of another acceptable health coverage plan.

Gallagher Student Health & Special Risk is the group administrator for the student health insurance plan and will verify waiver information to ensure all students are in compliance with A.T. Still University health insurance requirements. As the group administrator, Gallagher Student Health will assist students with plan questions, address changes, claims assistance and obtaining ID cards.

For more information on details of the plan, University requirements, enrollment, or completing the waiver process, please visit www.gallagherstudent.com/ATSU.

Gallagher Student Health is available by phone, 844.484.0089, for any additional questions regarding the waiver/enrollment process or the student health insurance plan.

Failure to maintain continuous health insurance coverage may result in disciplinary action including possible suspension and/or dismissal.

Enrollment & Academic Records Policies

Transcripts and Student 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.

Per ATSU Policy No. 10-209, ATSU Record Retention Policy, ATSU academic transcripts are maintained permanently by the University and admission application records are maintained for 5 years after graduation or last day of attendance.

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 Enrollment Services. Also, students may restrict disclosure of directory information by completing a "Nondisclosure of Directory Information Form" available from Enrollment Services. The FERPA restriction will remain in effect until Enrollment Services is notified in writing to remove the restriction. The following items are designated as "Directory Information": name, primary address, telephone number, email address, dates of attendance, class year (if applicable), enrollment status (i.e. full-time/part-time), previous institution(s) attended, program(s) of study, awards, honors, degree(s) conferred (including dates), class roster, class schedule, photographs, expected graduation date, and limited release of date of birth. DOB will only be released to official agencies as required for matching student records or as a validation of positive identification when furnished by a person making an inquiry.

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, Enrollment Services will periodically send FERPA reminders and information through a variety of distribution methods.

Students failing to fulfill financial obligations to the University before graduation may result in a registration hold for future courses and referral to a third-party collections agency.

Questions concerning records and grades should be brought to Enrollment Services, 660.626.2019 or enrollmentservices@atsu.edu.

Matriculation, Census, & Student Status

Matriculation

A student is considered matriculated at ATSU when a faculty/staff member confirms the student has been in attendance during the first week of the term. At that time, the student's status is changed to active in the Anthology Student system and they will be considered officially enrolled within the University.

Census

In accordance with the Code of Federal Regulations (CFR 668.21), all institutions must establish when students began attendance by documented participation at the beginning of each term in order to receive Title IV aid. This time period is referred to as census, which is defined as a period of time during the first week of a term in which faculty and staff determine if a student has participated and begun the semester. Participation must be an approved form of academic engagement, as defined by the Department of Education (34 CFR 668.22 (l)). If census is not established by the end of the day Sunday, of the first week, all Title IV funds must be returned and the student will be withdrawn from their course(s). As a graduate institution, ATSU is not an attendance taking institution.

Student Status

After a student has been accepted to ATSU, but prior to census, the student status in Anthology Student is Future Start. While students are in a Future Start status, they will be registered in courses and remain in this status until census is confirmed at which time the status will be promoted from Future Start to Active.

Students in a Re-Entry status were previously enrolled, inactive for a term, and now is preparing to return to active enrollment.

Extended students' needs additional time beyond the typical program length to complete the degree requirements.

Decelerated students have their pace of progression slowed to allow additional focus on academic success. The decelerated schedule of courses results in a longer period of enrollment. Decelerated students may be withdrawn in some cases and will re-enter with the next cohort.

Students may be placed on probation for academic or behavioral (includes professionalism) reasons. A probation status does not print on a student's transcript but does become part of their permanent academic record.

Student Registration

Residential Programs

Residential programs are registered automatically based upon each program's curriculum unless a student has a hold. No action needs to be taken by the student in order to register for a course.

Online Programs

Online programs at ASHS and CGHS are registered based upon an Academic Degree Plan (ADP) that is created prior to matriculation for the student. This allows for an automatic registration process as long as no registration holds are on a student's record. Students will be continuously registered each term until graduation or withdrawal.

Degree Completion

Students are expected to complete their degree within the program's standard plan of study. For doctorate degree programs, students have a maximum degree completion timeline of seven (7) years (unless a lesser maximum timeframe is specified by program). For master degree programs, students have a maximum degree completion timeline of five (5) years (unless a lesser maximum timeframe is specified by program).

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.

Enrollment status for programs following the ATSU semester system:

- **Full-Time**: 9 credit hours or more per semester
- **3/4 Time**: 7-8 credit hours per semester
- **1/2 Time**: 5-6 credit hours per semester
- **Less than 1/2 Time**: 4 credit hours or less per semester

Enrollment status for programs utilizing the quarter system:

- **Full-Time**: 9 quarter credit hours per term
- **1/2 Time**: 5 quarter credit hours per term

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 CGRE7000, for no academic credit. Tuition for CGRE7000 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 enrolled until all degree requirements are completed. Tuition assessed under this policy will not be pro-rated. Leave of Absence statuses are not considered enrolled and therefore will not be charged this fee.

Good Standing

A.T. Still University students are considered in good academic standing if their Anthology "School Status" is listed as Active, Active-Fellowship, NDS-Attending, or reported as defined specifically by the requesting body. A student's status may be verified by contacting Enrollment Services at enrollmentservices@atsu.edu.

ATSU Post-Baccalaureate Certificate

A Post-Baccalaureate Certificate is an award that requires completion of an organized program of study beyond the bachelor's degree. It is designed for individuals who have completed a baccalaureate degree, and may wish to pursue a doctoral degree or master's degree in the future. Certificates at ATSU require at least 3 courses and a minimum of 9 credit hours.

ATSU Concentration

This is a subset of courses within a program that allows students to focus on a specific area of study. To satisfy a specific concentration, courses must be chosen from a restricted list.

Directed Study Courses

Directed study courses are supplementary courses that may be assigned to a student by their program. These courses may be designated as continuous enrollment courses by the department or school. See the Continuous Enrollment Policy above for more information. According to the Code of Federal Regulations (CFR) 680.20, Title IV funds can cover no more

than 30 semester hours of directed studies throughout the student's entire enrollment.

Grading

The following grades affect a student's grade point average (GPA).

Grade	Value
A	90-100%
B	80-89%
C	70-79%
RC	70% - Grades awarded for remediation of a failing grade in any course will be RC (i.e., remediation to C)
F	69% and below

The following grades do not affect a student's grade point average (GPA).

Grade	Value
H	Honors
HP	High Pass
P	Pass
LP	Low Pass
RP	Remediated Pass
C*	Indicates course was repeated and not included in the GPA
F	Fail does not impact GPA for Pass/Fail courses only
F*	Indicates the course was failed and then repeated
I	Incomplete - indicates that the course requirements have not been completed (See Incomplete Grade Policy below.)
IP	In Progress - a placeholder grade used for courses extending beyond the term or are ongoing (i.e., Rotations, Clerkships, Fieldwork, Dissertation, Thesis)
AU	Audit
W	Withdraw
AC	Advanced Credit
TR	Transfer Credit
NC	No Credit
Grades followed by #	Indicates grades that are not included in the GPA calculation

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.

ATSU programs utilize the following grading scale; effective June 1, 2018. This includes the 2018 incoming classes at ATSU-ASDOH, ATSU-ASHS, ATSU-KCOM, and ATSU-MOSDOH. Students that were enrolled prior to June 1, 2018 will continue to be graded using the grading scale found in the 17-18 Catalog. Students that return after withdrawing from their program or switch classes for any reason will be graded using the new University grading scale.

Remediation refers to when a student has failed a portion of a course and is allowed a second attempt. If the remediation opportunity is passed, the student will earn a final grade no higher than a RC or RP (Remediation C or Remediation Pass).

When a student repeats a course(s), upon completion of the course(s), the most recent grade will be calculated into the GPA, regardless of the prior grade earned. See the **Financial Policies** section of the ATSU Catalog for information related to repeat coursework and Satisfactory Academic Progress (SAP) for Title IV, Federal Direct Loan, and Federal Work-Study eligibility.

ATSU Incomplete Grade Policy

A grade of Incomplete (I) is a temporary grade that may be assigned at the instructor's discretion due to extenuating circumstances such as illness, military obligations, and/or a death in the family. A student must have completed 60% of the course and be passing to be eligible for an incomplete. When an instructor issues an incomplete grade, the student will have a maximum of 4 weeks post-course to complete all course requirements. If additional time is necessary, the Extended Incomplete Grade Agreement Form (pdf) must be completed and submitted to Enrollment Services. The Incomplete must be completed by the end of the following semester. Courses that are not assigned a grade within 4 weeks, and do not have an Extended Incomplete Form on file, will be assigned an 'F' for the course. See the Financial Policies section of the ATSU Catalog for information related to Incomplete grades and Satisfactory Academic Progress (SAP) for Title IV, Federal Direct Loan and Federal Work-Study eligibility.

In Progress (IP) can be assigned if a course requires more than one term to complete. The course is registered and awarded financial aid in only one term. Examples in which an IP may be used include: thesis, comprehensive exams, board exams, dissertation, rotations, preceptorships, clerkships. The IP designation is determined by course, not student. IP should be submitted at the end of the term in place of a grade and does not require a form. All IP's must be resolved within one academic calendar year (2 semesters) of being posted or will result in an automatic failure. See the Financial Policies section of the ATSU Catalog for information related to In Progress grades and Satisfactory Academic Progress (SAP) for Title IV, Federal Direct Loan and Federal Work-Study eligibility.

Class Rank

For programs that offer class rank, Enrollment Services will provide students this information within the Anthology Student Portal 30 days after a semester is completed.

Course Drop

Residential Programs

Course drops must be approved and submitted by the Program Chair and submitted prior to the last day to withdraw.

Online Programs

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 the ATSU add/drop form located in the ATSU portal. A student is not considered officially dropped from a course until this form is submitted. 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.

- **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

Questions concerning this policy should be directed to Enrollment Services.

Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described by the school. Appeals of academic decisions are as follows:

Course Grade Appeals

Students who wish to file an academic appeal concerning a course grade must do so by contacting the instructor/course director in writing within 14 calendar days from posting of the final grade in the Anthology Student Portal.

A student may appeal the decision of the instructor/course director to the academic chair for review if new or significant information is revealed after the instructor/course director's decision or if the student believes that due process (the administration of justice according to established rules and principles) was not followed. The appeal must be submitted to the academic chair in writing within 14 calendar days of receipt of the instructor/course director's decision.

A student may appeal the decision of the academic chair for failing grades only to the Dean or Dean's designee for review if new or significant information is revealed after the academic chair's decision or if the student believes that due process was not followed. The appeal must be submitted to the Dean or Dean's designee in writing within 14 calendar days of receipt of the academic chair's decision.

The final level of appeal for a failing course grade is the Dean of the school. The decision reached by the Dean or Dean's designee represents the highest level of due process available in the University for appealing a failing course grade.

All responses to appeals will be provided by ATSU within 7 calendar days.

Promotion and/or Dismissal Decision Appeals

Each school outlines the process for appealing a promotion or dismissal decision. The highest level of appeal within the school is the Dean or Dean's designee. Should a student wish to appeal a Dean's decision regarding promotion or dismissal, a formal appeal may be made to the President of respective campus.

The respective campus President's review of such appeals, however, shall be limited to matters of process, procedure and fairness.

Grounds for Appeal to the President

A formal appeal may be brought to the respective campus President if based upon one or more of the following grounds:

1. Procedural error or violation of official policy during the decision-making process or judgments improperly based upon non-academic criteria.
2. New information not available for consideration when the promotion or dismissal decision was rendered and sustained during due process within the School or College, up to and including the Dean's decision.

Process for Appeal to the President

1. The appeal must be in writing, and must be received by the respective campus President's office within 7 calendar days of receipt of the Dean's decision letter.
2. The appeal must be signed and clearly describe the decision in question and must state (from the list above) the specific grounds justifying the appeal. All documentation supporting the appeal must be provided by the appellant at the time of written notification of appeal to the respective campus President. If the grounds for appeal are other than those stated above, the appeal will not be considered and the student will be informed of such in writing within 7 calendar days of the receipt of the appeal.
3. The respective campus President may request additional information/documentation from the Dean and/or the appellant as he/she deems appropriate and, at his/her discretion, may interview the student and such other persons as the respective campus President desires. Should the respective campus President request additional information or interviews, the decision deadline will be moved to 7 calendar days after receipt of requested information.
4. The respective campus President, after review and consideration of the materials submitted and any oral presentations by the parties, shall render the final decision and notify the student in writing within 7 calendar days.
5. The student may be allowed to register for courses during the pendency of the appeal, understanding that he/she may be dropped retroactively if the dismissal is upheld.

The decision reached by the respective campus President represents the highest level of due process available in the University for the appeal of promotion or dismissal decisions.

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:

- **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 Enrollment 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.
- **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 time frame, 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 Enrollment 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.
- **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 time frame for re-enrollment will be stated and if the student does not return within the specified time frame, 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 Enrollment 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 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.

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.

Student Services

Student Handbook

The student services outlined below are also described in greater detail within the Student Handbook. Students are encouraged to refer to the Student Handbook for comprehensive information about the full range of services available, including specific policies, procedures, and resources related to each area mentioned.

Vice Chancellor for Student Affairs

The Vice Chancellor for Student Affairs (VCSA) oversees student support areas and programs for the entire university community. Student Affairs is involved in all aspects of a student's life including student activities, community involvement, health and wellness, and learning support. The Vice Chancellor for Student Affairs and Associate Vice Chancellor for Student Affairs and Director - Student Affairs act as ombudspersons for all students.

ATSU Student Affairs is comprised of the following functional areas: Admissions, Behavioral Health and Wellness, Enrollment Services, Learning Resources & Accommodation Services, Student Life, and the Thompson Campus Center.

Vice Chancellor for Student Affairs Contact

Deanna Hunsaker, DHEd, MBA
Vice Chancellor for Student Affairs
800 W. Jefferson St., Kirksville, Missouri 63501
Tinning Education Center, 2nd Floor Student Affairs Suite
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Executive Assistant: 660.623.2236

Michael Zajac, MA
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Executive Assistant: 660.626.2236

Dianne Korth, MA
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Executive Assistant: 660.626.2236

Admissions

ATSU Admissions is dedicated to providing support for University programs by recruiting and advising highly-qualified students who are committed to lifelong learning, becoming competent healthcare providers, and serving underserved populations.

Contact Admissions

admissions@atsu.edu

660.626.2237

Arizona Campus: 5845 E. Still Circle, Ste. 201, Mesa, AZ 85206

California Campus: 1075 E. Betteravia Rd., Ste. 201, Santa Maria, CA 93454

Missouri Campus: 800 W. Jefferson St., Kirksville, MO 63501

atsu.edu/admissions

Diversity & Inclusion

ATSU is deeply committed to an educational and collaborative environment embracing cultural proficiency. Students striving to become the best healthcare professionals possible must understand and embrace society's diversity. The Department of Diversity & Inclusion provides resources for students including a calendar of diversity-related events, trainings and university-wide programming, and scholarships.

Contact Diversity & Inclusion

Clinton Normore, EdD, MBA
Chief Diversity Officer

diversity@atsu.edu
Arizona campus: 623.251.4705
Missouri campus: 660.626.2210

Connect with Diversity & Inclusion

- Website: atsu.edu/diversity
- Facebook: facebook.com/atsudiversity
- https://bsky.app/profile/atsudiversity.bsky.social
- Instagram: instagram.com/atsudiversity
- Tiktok: tiktok.com/atsudiversity
- https://linktr.ee/atsudiversity
- SnapChat: ATSUDiversity
- YouTube: www.atsu.edu/diversity-youtube
- https://www.linkedin.com/company/office-for-diversity-and-inclusion-at-atsu

Enrollment Services

Enrollment Services supports the institutional mission by providing quality services to students, faculty, academic and administrative departments, and alumni. Enrollment Services also protects the University's integrity through fair and consistent application of academic rules and regulations established by faculty, administration, and state and federal governments.

Enrollment Services houses student academic records, manages course registration, grades, transcripts, diplomas, as well as editing and publishing the University Catalog. Additionally, Enrollment Services assists students with securing aid to finance their education at ATSU through Title IV Federal Financial Aid programs including Unsubsidized Direct Loans, Grad PLUS Loans, and Federal Work-Study. Enrollment Services is responsible for publishing Cost of Attendance information for each school, program, and year students are enrolled. Students using Veteran's Benefits to help finance their education can connect with their School Certifying Official within Enrollment Services. Both internal and external scholarship opportunities are advertised by Enrollment Services.

Another service provided by Enrollment Services is one-on-one Financial Aid advising appointments, where students can ask questions and learn more about financing their education, understanding the Cost of Attendance, debt management, and financial aid planning.

Contact Enrollment Services

enrollmentservices@atsu.edu

atsu.edu/enrollment-services

Telephone: 660.626.2019

Arizona: 5850 E. Still Circle; 1st Floor Student Affairs Suite

Missouri: Tinning Education Center, 2nd Floor Enrollment Services Suite

Information Technology Services

Information Technology Services (ITS) provides technology resources, services and support to ATSU students. The main point of contact for student issues is ITS Service Desk, who may be reached at 660.626.2200. Students may also enter requests for IT service by accessing the service desk via the my.atsu.edu portal or the ITS website at its.atsu.edu.

Contact ITS

Phone: 660.626.2200
Submit a Service Desk ticket via its.atsu.edu

Arizona: Building 5850, 1st Floor (across from Student Lounge)
Missouri: George Still Building, Ground Floor
California: 1075 E. Betteravia Rd., Suite 201

St. Louis Dental Center: 1634 Park Ave, 2nd Floor

Connect with ITS
its.atsu.edu
facebook.com/its.atsu.edu

Learning Resources & Accommodation Services

Learning Resources & Accommodation Services (LRAS) provides advising and a variety of other services to ATSU students who want to improve their learning and academic performance. In addition, LRAS provides necessary and reasonable academic adjustments (accommodations) for ATSU students with disabilities.

Contact Learning Resources & Accommodation Services

Jennifer McNeely, MA
Director - Learning Resources & Accommodation Services
E-mail: jmcneely@atsu.edu
Telephone: 660.626.2774

Schedule an appointment online at:
www.atsu.edu/lras

Behavioral Health & Wellness

ATSU Behavioral Health & Wellness (BH&W) is for more than just a student's behavioral or emotional health. BH&W plays a critical role in maximizing a students' educational potential by helping them deal with barriers to learning stemming from emotional or personal concerns. BH&W allows students to get the most of their professional education.

Contact Behavioral Health & Wellness

Sarah Thomas, EdD, MSW, LCSW, Director, Behavioral Health & Wellness
E-mail: snthomas@atsu.edu
Telephone: 660.626.2424

See more information and schedule appointments at https://www.atsu.edu/student-affairs/behavioral-health-and-wellness

TimelyCare at ATSU provides virtual care at no-charge for all ATSU residential students (includes KCOM, MOSDOH, ASHS, ASDOH, SOMA, California-PA):

- 24/7 Mental health support
- 24/7 on-demand & scheduled medical visits
- Schedule virtual health coaching
- Scheduled counseling (up to 12 visits/year)
- Psychiatry (by referral from ATSU Behavioral Health & Wellness)
- Digital self-care content to include yoga, guided meditation, and more.

Go to Timelycare.com/atsu or download the TimelyCare app and sign in with your ATSU email address. Timely Care Customer Service: 833-4-TIMELY

Connect with Behavioral Health & Wellness:
https://www.atsu.edu/student-affairs/behavioral-health-and-wellness

Campus Safety

A.T. Still University employs a Director of Campus Safety who oversees and manages Campus Safety teams across all ATSU campuses, including Kirksville, MO; Mesa, AZ; Santa Maria, CA; and St. Louis, MO. Each campus has a dedicated management structure to ensure effective oversight. The Campus Safety Department is responsible for enforcing rules and regulations established through University policies and procedures designed to maintain a safe and secure environment.

The Campus Safety Department is staffed by unarmed, uniformed officers, consisting of ATSU Campus Safety Officers and, depending on campus location, augmented through contracted Securitas Officers. All Campus Safety Officers are trained and committed to the mission of providing a safe and secure environment for students, staff and faculty at every ATSU site.

Contact Security

Mesa Campus – ATSU Campus Safety
Dial 480.341.9075
or *7 (from on-campus landline)

Kirksville Campus – ATSU Campus Safety
Dial 660.349.9513
or 33 (from on-campus landline)

Santa Maria Campus - Securitas
Dial 805.245.6221

or *32 (from on-campus landline)

St. Louis Dental Education and Oral Health Center
Dial 660.626.9856

Student Life

Student Life fosters academic, professional, and social development of ATSU students through intentional programming, cultivating student leaders and leadership opportunities, and supporting Registered Student Organizations (RSO) at ATSU. Student Life encourages and promotes life outside the classroom by fostering a community of collaboration, responsibility, and respect among all ATSU community members.

Contact Student Life

Email: studentlife@atsu.edu

Arizona: 5850 E. Still Circle; 1st Floor Student Affairs Suite

Missouri: Tinning Education Center, 2nd Floor Student Life Suite

California: 1075 E. Betteravia Rd Ste 201, Santa Maria CA 93454

Connect with Student Life:

www.atsu.edu/department-of-student-affairs/student-life

atsu.edu/engageaz

atsu.edu/engagemo

Download the ATSU GO mobile app through the Apple App Store or Google Play Store.

Student Wellness

The overall philosophy of Student Wellness is to provide an atmosphere of health and programs, which will enable students to reach their maximum potential in mind, body, and spirit. This "holistic" approach to medicine is distinctive to ATSU's osteopathic heritage.

Contact Student Wellness Programs

Sarah Thomas, EdD, MSW, LCSW
Director of Behavioral Health & Wellness
E-mail: snthomas@atsu.edu
Telephone: 660.626.2751
Oklahoma Building, 210 S. Osteopathy | Kirksville, MO 63501

Samantha Nabaty, MPH
Assistant Director of Student Outreach and Wellness
E-mail: samanthanabaty@atsu.edu
Telephone: 480.219.6176
5835 E. Still Circle | Mesa, AZ 85206

Connect with Student Wellness Programs
www.atsu.edu/department-of-student-affairs/still-well-student-wellness-program

Financial Information

Tuition & Fees

Program-specific tuition and fee information are available within the Catalog under each program section. Tuition rates are subject to change each academic year for all enrolled students.

Supporting information that is relevant to all programs is listed below.

Tuition & Fees for Extended Graduations & Retakes

Residential Program Tuition and Fees

1. Students with an academic plan that includes an extended graduation date that originated in the predominantly didactic or pre-clinical years (excluding students in an approved Enhanced Mastery Track), and requires students to be enrolled in one or more credit hours, will pay 50% of normal tuition for each term enrolled in the additional year. Students will also pay 100% of normal student technology fees and may have to pay up to 100% of equipment fees depending on the program for each extended term. The student will be enrolled in an appropriate course(s) with appropriate credit hours. In addition to course(s) with credit hours, students may be enrolled in courses with zero credit hours. Zero credit courses allow a student to remain enrolled at the University while not actively pursuing coursework for credit. Examples of zero-credit courses include continued work on dissertations, practicums, or work related to board preparation which are used when all required credit coursework has been completed. The charges will be assessed on a term basis.
2. Students with an academic plan that includes an extended graduation date that originated in the predominantly clinical or rotation years, and requires students to be enrolled in one or more credit hours, will pay a percent of the tuition being charged to the students enrolled in the final year of the academic program. This percentage is determined by the program. Students will also pay 100% of normal student technology fees and may have to pay up to 100% of equipment fees depending on the program for each extended term. The student will be enrolled in an appropriate course(s) with

appropriate credit hours. In addition to course(s) with credit hours, students may be enrolled in courses with zero credit hours. The charges will be assessed for each term that the student maintains enrollment until all requirements are completed, the student withdraws from the program, or the student is dismissed from the program. Charges will not be pro-rated.

3. Students with an academic plan that includes zero credit hours will pay $800 per term/$400 per quarter plus 100% of normal student technology fees for each extended term. Students may have to pay up to 100% of equipment fees depending on the program. This will meet the University's requirement of continuous enrollment. The charges will be assessed for each term that the student maintains enrollment until all requirements are completed, the student withdraws from the program, or the student is dismissed from the program. Charges will not be pro-rated.
4. Students required to repeat a course or rotation may pay a per-credit-hour rate as determined by the University. Charges will not be pro-rated.
5. When a student returns from an approved leave of absence during a term, tuition and student technology fees may be pro-rated. Students may have to pay up to 100% of equipment fees depending on the program.

This policy will in no way cause the student to pay less than the entire cost of the program.

Online Program Tuition and Fees

1. Students with an academic plan that includes an extended graduation date will continue to be charged the full per-credit-hour rate according to their program.
2. When a student returns from an approved leave of absence during a term, tuition and student technology fees may be pro-rated.

This policy will in no way cause the student to pay less than the entire cost of the program.

Payment Information

Tuition Payment Policy

All tuition, including student technology fees, equipment fees, and miscellaneous fees for ATSU programs, must be settled by the first week of each academic term. Programs billed entirely upfront require full payment before the program commencement or as per the agreed quarterly payment schedule. Student Accounts manages the receipt of tuition payments and facilitates refunds when necessary.

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. Students applying for Title IV, Federal Direct student loans before the payment due date will be exempt from the late payment fee.

Students enrolled in online programs may sign up for an ATSU-approved payment plan per term. An administrative fee will be charged upon each enrollment in the payment plan.

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. Funds credited in excess of the tuition and fees will be refunded to the student. If a student chooses a lender that disburses funds by check only, the student must make a tuition payment within three (3) business days after notification the loan check is available.

Primary Care Loan and other institutional award funds will be applied directly to the student's account with any over-payment refunded to the student or returned to the lender to prevent an over award.

Credits and Excess Funds

The University maintains strict controls over all student account transactions. The University is not a "bank" or a financial intermediary; it accepts payments solely for legitimate educational charges and does not act as a pass-through entity for personal fund transfers.

All incoming funds are applied to tuition and authorized institutional charges first. To prevent the "cashing out" of illicit funds, the University will not facilitate the conversion of educational funding into cash via coordinated personal or third-party payments, nor will it disburse funds as living stipends if a balance remains outstanding on the student's account or if the disbursement would exceed the student's academic year Cost of Attendance (COA).

The University reserves the explicit authority to reject or return excess personal or third-party funds to the original sender to prevent fraud, money laundering, or sanction violations. Furthermore, the University may reduce or cancel loan amounts, even after disbursement, if total financial assistance exceeds the student's COA or if funds are deemed unnecessary for educational expenses. To maintain financial integrity, any approved refunds may be returned only to the original source, such as the originating bank account or credit card.

Registration Holds

The University will withhold registration of future courses under the following circumstances as permitted by state laws:

1. There is an outstanding balance due the University for tuition, fees, short-term advances, or any other amount due the University unless satisfactory arrangements have been made.
2. There is a default on any student loan obtained through the University.
3. 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. Waivers to this exception may be requested by contacting Student Accounts at studentaccounts@atsu.edu.

Repayment of ATSU Scholar Awards

In the event an ATSU scholar award recipient does not complete their education at ATSU, the scholar award must be repaid to the University under one of the following options:

1. Repayment in full within three (3) months of the date of withdrawal/dismissal with no interest charge.
2. If not paid in full, 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.
3. 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.

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.

Refund Information

Tuition Refund Policy

A.T. Still University adheres to a fair and equitable refund policy consistent with the requirements established by the U.S. Department of Education. This policy applies to all students who officially withdraw, take an approved leave of absence, are administratively withdrawn, or are dismissed from a program or course. Please refer to the applicable section of the ATSU Catalog to submit the required form for your specific circumstance. An institutional refund represents a reduction of institutional charges and may result in a reimbursement of funds paid, which will be issued to the student or the applicable third-party payer. Title IV aid earned and returned is calculated separately in accordance with federal Return of Title IV (R2T4) regulations.

Refund Policy for Residential Programs and Post-Professional Doctor of Audiology Online Program

Students who withdraw by the end of the seventh calendar day of the term will receive a 100% refund of tuition and student technology fees. Equipment fees will be waived if the equipment is returned to the school in the condition in which the student received it.

For students withdrawing after the seventh calendar day of the term, ATSU will determine the amount of tuition, fees, and equipment charges (if any) incurred by dividing the number of calendar days attended by the total number of calendar days in the payment period, which includes any attended modules. A student who withdraws after the 60% point of the term will not be entitled to a refund.

Student Refund Example

A student withdraws after 51 calendar days but pays for 153 calendar days. The student would have incurred 33.3% of educational costs. Therefore, the institution would refund 66.7% of the tuition, fees, and equipment charges paid.

- Educational costs paid for 153 calendar days = $17,280.00
- Calendar days attended by the student = 51
- 51/153 = 33.3% (Percentage of educational costs incurred by the student)
- 33.3% of $17,280 = $5,754.24 (Educational costs incurred by the student)
- $17,280.00 - $5,754.24 = $11,525.76
- Amount of the institutional refund= $11,525.76

Refund Policy for Pay-per-Credit Programs

Students who drop courses prior to the term or up until the seventh calendar day from the course start date will be entitled to a 100% refund of tuition and student technology fees. The submission time of the ATSU Course Add/Drop Request will determine the drop date using Central Time.

For students who drop an individual course or officially withdraw after the seventh calendar day of the term, ATSU will determine the amount of tuition, fees, and equipment charges (if any) incurred for that course or payment period by dividing the number of calendar days attended by the total number of calendar days in the course or payment period, which includes any attended modules. A student who drops a course or withdraws after the 60% point of the course or term will not be entitled to a refund.

Student Refund Example

A student drops a course or withdraws after 30 calendar days but pays for 70 calendar days. The student would have incurred 42.9% of educational costs. Therefore, ATSU would refund 57.1% of the tuition, fees, and equipment charges paid.

- Educational costs paid for 70 calendar days = $9,516.00
- Calendar days attended by the student = 30
- 30/70 = 42.9% (Percentage of educational costs incurred by the student)
- 42.9% of $9,516 = $4,082.36 (Educational costs incurred by the student)
- $9,516 - $4,082.36 = $5,433.64
- Amount of the ATSU refund= $5,433.64

Refund Policy for Programs Charged in Full at the Beginning of the Program

Students who withdraw prior to logging into the first course will receive a 100% refund of tuition minus a $250 administrative fee.

Students who withdraw prior to completing the first course will receive a 100% refund of tuition minus a $500 administrative fee.

Students who withdraw after completing the first course or thereafter will receive a prorated refund minus a $500 administrative fee.

Refund Policy for the California Central Coast Physician Assistant Studies Program

Students who withdraw by the end of the seventh calendar day of the term will receive a 100% refund of all institutional charges, including tuition, student technology fees, and student tuition recovery fund fees and equipment charges.

For students withdrawing after the seventh calendar day of the term, ATSU will determine the amount of tuition, fees, and equipment charges (if any) incurred by dividing the number of calendar days attended by the total number of calendar days in the payment period, which includes any attended modules. A student who withdraws after the 60% point of the term will not be entitled to a refund.

Student Refund Example

A student withdraws after 51 calendar days but pays for 153 calendar days. The student would have incurred 33.3% of educational costs. Therefore, ATSU would refund 66.7% of the tuition, fees, and equipment charges paid.

- Educational costs paid for 153 calendar days = $17,280.00
- Calendar days attended by the student = 51
- 51/153 = 33.3% (Percentage of educational costs incurred by the student)
- 33.3% of $17,280.00 = $5,754.24 (Educational costs incurred by the student)
- $17,280.00 - $5,754.24 = $11,525.76
- Amount of the ATSU refund= $11,525.76

Refund Policy for Subscription-Based Programs (Flat-Fee Model)

Students enrolled in a subscription-based program are charged a flat tuition rate for each established subscription period. The subscription period is defined as the total number of calendar days in which the student is granted access to academic instruction and institutional resources.

Students who officially withdraw by the end of the seventh calendar day of the subscription period will receive a 100% refund of tuition and student technology fees. If applicable, equipment charges will be waived provided the equipment is returned in the condition in which it was issued.

For students who withdraw after the seventh calendar day of the subscription period, the institution will determine the amount of tuition, fees, and equipment charges (if applicable) incurred by calculating the number of calendar days attended in the subscription period divided by the total number of calendar days in that same subscription period. The resulting percentage represents the portion of educational costs incurred by the student. The institution will refund the remaining unearned portion of tuition and applicable fees. A student who withdraws after the 60% point of the subscription period will not be entitled to a refund.

Student Refund Example

A student withdraws after 51 calendar days but pays for 153 calendar days. The student would have incurred 33.3% of educational costs. Therefore, ATSU would refund 66.7% of the tuition, fees, and equipment charges paid.

- Educational costs paid for 153 calendar days = $17,280.00
- Calendar days attended by the student = 51
- 51/153 = 33.3% (Percentage of educational costs incurred by the student)
- 33.3% of $17,280 = $5,754.24 (Educational costs incurred by the student)
- $17,280 - $5,754.24 = $11,525.76
- Amount of the ATSU refund= $11,525.76

Federal Financial Aid

Federal Direct Student Loans

The information contained in this section is referring specifically to Title IV, Federal Direct student loan opportunities available to students at ATSU. This information is required for students who apply for and accept Title IV, Federal Direct student loans. More information about Federal Direct student loans and other types of aid may be found on the Enrollment Services website. For directed study course information, reference the Directed Study Course section under **ATSU Policies**.

When a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

ATSU does not participate in California state financial aid programs.

Return of Title IV Funds Formula

If a Title IV recipient withdraws during a payment period, the institution will calculate the amount of Title IV funds unearned by the student and return the funds to the lender.

Enrollment Services will be notified of an official withdrawal through the census date, add/drop, withdrawal or administrative withdrawal processes. The date of the notice will be the official withdrawal date. In the instance where the student does not notify ATSU of their intentions to withdraw, Enrollment Services will work with the program to identify, and use as the official withdrawal date, the last date the student attended classes.

The amount of unearned Title IV funds is determined by dividing how many calendar days are remaining in the payment period by the total number of calendar days in the

payment period. The total number of days in the payment period only includes modules that were actually attended. Unearned Title IV funds will be returned to the lender, 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 (the total number of days in modules for which the student actually began attending), but withdrew after 87 calendar days, the percentage of Title IV funds earned will be 50.0%. Unearned Title IV funds will be 50.0%, as well. Therefore, ATSU will return 50.0% of all Title IV funds to the lender. (Please note: The federal funds may not cover institutional charges due to ATSU at withdrawal. So, the student may owe a balance to ATSU upon withdrawal.)

- Tuition, fees, and equipment charges paid with Title IV funds for 174 calendar days = $37,000.00
- Student attended 87 calendar days out of 174 scheduled days.
- 87/174 = 50.0% (Percentage of Title IV funds unearned)
- 50.0% of $37,000.00 = $18,500.00 (Unearned Title IV funds)
- Amount ATSU returns to the lender = $18,500.00

The Return to Title IV calculation (R2T4) and the return of any corresponding funds owed will be completed within 45 days of the date ATSU determined a student has withdrawn. Credit balances will be disbursed as soon as possible, and no later than 14 days after the R2T4 calculation. If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, the student must work with Student Accounts to pay the balance.

The funds must be paid back to the federal loan programs in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Perkins Loan (if applicable)
3. Federal GradPLUS Loan

Post-withdrawal Disbursement

If the R2T4 calculation determines a student is eligible for a post-withdrawal disbursement, or funds that they have earned but have not yet received, the student will be notified via email within 30 days of the possible disbursement and given 14 days to respond and accept or decline some or all of the offer. Accepted loan amounts will be disbursed and immediately applied to any outstanding balance owed. Any credit balance resulting from the post-withdrawal disbursement, after the outstanding balance has been paid, will be scheduled for deposit into the student's personal account as soon as possible, but no later than 180 days from the date ATSU determined the student withdrew.

Private Education Loans

Private education loans are not subject to the federal Return of Title IV Funds calculation. When a student withdraws, ATSU will determine the student's final institutional charges and any applicable refund under the University's refund policy. If private education loan funds remaining on the student's account after applicable adjustments would otherwise result in a credit balance or stipend, ATSU will return those funds to the applicable lender rather than release them to the student. Returning these funds reduces the student's outstanding private education loan obligation. Private education loan proceeds already released to the student before ATSU became aware of the withdrawal or separation are generally not included in this return practice.

Satisfactory Academic Progress for Federal Financial Aid

According to the United States Department of Education regulations (34CFR 668.16 and 668.34), all students receiving Title IV funds must meet and maintain a set of academic standards that demonstrate they are meeting satisfactory academic progress. Satisfactory academic progress (SAP) is measured in terms of qualitative (grade-based) and quantitative (time-based) standards and must be measured regardless of whether the student received financial aid for the terms and credits measured. Academic programs equal to or less than 1 year in length will have academic progress checked at the end of each term. For all programs longer than 1-year, academic progress will be checked for all students annually after spring grades are posted. Students on SAP Probation or SAP Probation w/Academic Plan will be reviewed for compliance at the end of each term.

Qualitative Measure

The qualitative, or grade-based measure of a student's progress is measured by reviewing a student's cumulative grade point average or comparable norm. The minimum cumulative GPA or comparable norm students must maintain to remain eligible to apply for Title IV financial aid at A.T. Still University is as follows:

- Programs operating on a 4.0 scale (A, B, C, etc.): SAP is evaluated annually after the spring term for programs greater than one year in total length. For programs less than one year in total length SAP is evaluated at the end of each term. A student's cumulative GPA after SAP evaluation must meet the minimum cumulative GPA requirement set by their program for the catalog year for which their SAP is evaluated. For example, students evaluated in the spring of the 2022-23 academic year will be assessed using the GPA requirements of the 2022-23 University Catalog.
- Students in a program that does not specify a minimum cumulative GPA requirement must meet a minimum 2.00 cumulative GPA to maintain SAP.
- Programs operating on a Pass/Fail scale (P, HP, H, LP & RP grades): As pass/fail grades do not have a numeric value assigned, the calculation used for the quantitative measure will also measure the qualitative measure for programs operating solely on pass/fail grades. The credit hours earned will be compared to the credit hours attempted [credit hours earned ÷ credit hours attempted]

with students needing to achieve 67% or higher. ATSU recognizes the 67% threshold as at or above the same academic expectations of each program and therefore a comparable norm.

Additional Grading Considerations

Courses that have a grade of incomplete or in progress at the time Enrollment Services calculates SAP will not be included in the GPA calculation. When the incomplete or in progress grade has been replaced with the final grade, this course will be included in the GPA calculation at the first SAP review following the final grade entry.

Transfer grades of TR and Withdraw grades of W do not calculate into GPA calculation. Repeated courses are only calculated into the GPA on the most recent attempt.

Quantitative Measure

Pace of Progression

The quantitative, or time-based measure of a student's progress is measured by reviewing a student's pace of progression. Every student's pace of progression is measured at each standard review time by calculating the [credit hours earned÷ credit hours attempted]. Federal financial aid recipients must maintain a 67% minimum completion rate for attempted credit hours. Credit hours for a course are earned by completing and passing the class. 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. Courses dropped during the add/drop period will not be counted in credits attempted.

Additional Grading Considerations

Incomplete and In Progress grades count towards credits attempted, therefore will calculate into the maximum time frame.

Courses that have a grade of Incomplete or In Progress at the time Enrollment Services calculates SAP will be included in the pace of progression calculation as credits attempted. When the Incomplete or In Progress grade has been replaced with the final passing grade, the final grade will be included in the pace of progression calculation as credits earned and attempted at the first SAP review following the final grade entry.

Pace of Progression Example 1

A student has completed four courses that are 3 credit hours each. The student successfully passed three of those courses and failed the fourth course. The student has attempted 12 credit hours, but has only earned 9 credit hours. This student's calculation would be 9 ÷ 12, or a 75% completion rate, and they would still be meeting the SAP minimum requirement. Their SAP status would be SAP Met which continues their eligibility to receive Title IV loans.

Pace of Progression Example 2

A student has completed three courses that are 4 credit hours each. The student successfully passes one of the three courses. The student attempted 12 credit hours, but has only earned 4 credit hours. This student's pace of progression calculation would be 4 ÷ 12, or a 33% completion rate. This student would not be meeting the SAP minimums, and would be moved to SAP Suspension status. Students on SAP Suspension lose their eligibility to receive Title IV loans unless an appeal is granted.

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 credit hours that apply to a student's program count toward this maximum time limit.

Maximum Time Frame 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). Students on SAP Suspension lose their eligibility to receive Title IV loans unless an appeal is granted.

Additional Grading Considerations

Courses that have a grade of Incomplete or In Progress at the time Enrollment Services calculates SAP will be included in the 150% calculation as credits attempted. When the Incomplete or In Progress grade has been replaced with the final passing grade, this course will be included in the 150% calculation both as credit attempted and earned at the first SAP review following the final grade entry.

SAP Statuses

ATSU's Enrollment Services will conduct a SAP review annually after the spring term for programs greater than one year in total length. For programs less than one year in total length SAP is evaluated at the end of each term. During this review, each student's cumulative GPA and pace of progression will be assessed and determine the student's SAP status. Each SAP status is defined below.

- **SAP Met:** Students meeting the required GPA and with at least a 67% pace of progression (66.5% or higher qualifies) will have a SAP status of SAP Met. This entitles the student to continued eligibility for Title IV aid.
- **SAP Suspension**: Students who fail to meet the GPA and pace of progression requirements are placed on SAP suspension for the Fall term and are not eligible for Title IV financial aid until their GPA and/or pace of progression return to the minimum requirements. These students will receive written notification to their ATSU email account of their failure to comply and that future Title IV financial aid will be canceled. This status can be appealed.

Appealing a SAP Suspension

Students who have earned a SAP Suspension status may submit the SAP appeal form in the Student Forms system for consideration of reinstatement of eligibility. Appeals must be received before the 15th day of the month to be reviewed by the committee that month. Appeals received on the 15th or after will be reviewed the following month. Eligibility for Title IV aid will remain suspended at least until the appeal is

reviewed. The appeal will be based on the student's GPA and pace of progression at the time of SAP Suspension status. Retroactive appeals may be granted for a payment period(s) in the current award year only.

- 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 by completing and submitting the SAP Suspension Appeal. If you decide to pursue an appeal, login to the ATSU portal and locate Student Forms. Under the Needs Action menu, select the Manage Requests button and then the '+' sign next to COA Appeal. Read the instructions, provide a general statement and submit. The new COA Appeal workflow will be made available for you to access and complete. Select the new workflow and follow the prompts to complete the appeal. A student will be notified if additional supporting documentation is required. The completed appeal form and supporting documentation will be presented to the SAP Committee for consideration. The student will be notified via ATSU email of the SAP Committee's decision and recommendations.

A student whose appeal is denied will remain on SAP Suspension and therefore will be ineligible to receive Title IV financial aid until eligibility is reestablished by completing courses without Title IV financial aid in one or more payment periods at ATSU. Regaining eligibility requires the cumulative GPA and/or pace of progression meet the required SAP minimums.

SAP Probation

If a student appeals their SAP Suspension status and the appeal is approved, that student is put on SAP Probation for one payment period. A student may receive Title IV financial aid while on SAP Probation. If a student fails to meet SAP standards during the term of SAP Probation, their status will move to SAP Suspension, losing their eligibility to receive Title IV aid until that time that they return to meeting the SAP standards. Students may request an additional appeal if the reason for the continued academic issue is different from the reason used for any prior appeal.

SAP Probation with an Academic Plan

If the SAP Committee determines that the student needs more than one payment period to meet SAP standards, the Committee may elect to place the student on SAP Probation with an Academic Plan. This plan will include a goal date that the student should be able to return to meeting SAP standards. Student progress will be assessed at the end of each payment period to determine if the student is meeting the requirements of their SAP academic plan. If it is determined that a student is not making the necessary progress, the student may be moved back to SAP Suspension status. Students may request an additional appeal if the reason for the continued academic issue is different from the reason used for any prior appeal.

Reinstatement

Federal financial aid may be reinstated when one of the following conditions has been met:

- The student completes courses without federal aid in one or more payment periods at ATSU until the cumulative GPA and/or pace of progression percentage meet the required standard, OR
- The student files an appeal and the SAP Committee approves the appeal. The student must maintain the requirements set via appeal and with the SAP Probation or SAP Probation with Academic Plan status.

It is the student's responsibility to notify Enrollment Services when reinstatement conditions have been met.

Military Benefit Information

Veterans Educational Benefits

A.T. Still University is approved by the Missouri, Arizona, and California State Approval Agencies to certify the enrollment of students eligible to receive VA educational benefits.

A.T. Still University of Health Sciences, in compliance with The Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, will not impose any penalty on a covered individual due to the individual's inability to meet his or her financial obligations to ATSU due to the delayed disbursement of funding from VA under chapter 31 or 33.

For the purposes of certifying VA Benefits, the University will determine enrollment status.

For assistance with utilizing veterans educational benefits at ATSU, please contact a School Certifying Official via Enrollment Services by email at enrollmentservices@atsu.edu or by phone at 660.626.2019.

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 may be unofficial copies.

Military Tuition Assistance

For assistance with utilizing your military tuition assistance benefits, please contact Student Accounts by email at studentaccounts@atsu.edu or by phone at 660.626.2888. Tuition Assistance (TA) is a Department of Defense (DoD) program. The VA does not administer TA. Some students may be prohibited from simultaneously receiving education benefits from VA and TA benefits from the military.

Steps for Applying for Tuition Assistance

1. All prospective TA students must first speak with their unit Education Service Officer (ESO), a military counselor, or visit their local installation Education Center regarding their desire to use Federal Tuition Assistance. Service members must coordinate with ESO's and receive approval before they begin using Federal Tuition Assistance.
2. After obtaining the proper approval, visit the TA portal for your respective branch and create an account.
3. You may now contact your A.T. Still University representative to schedule your coursework.
4. Log into your branch portal account and request tuition assistance for each of your classes. You'll need to have your A.T. Still University billing statement and your class schedule in digital form to upload onto the portal if/when prompted.
5. Revisit the portal routinely in the days and weeks following your request. Once your request is approved, you will receive a TA authorization statement.
6. Email your TA authorization statement to A.T. Still University Student Accounts, studentaccounts@atsu.edu.

All TA vouchers must demonstrate approval was received prior to start of the course.

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 Chancellor 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.

ASDOH

ATSU | Arizona School of Dentistry & Oral Health

Arizona School of Dentistry & Oral Health

Greetings,

Welcome to the Arizona School of Dentistry & Oral Health (ASDOH). We are thrilled to have you join our ASDOH family. We believe you will be an outstanding member because of your commitment to excellence, passion for helping others, and strong sense of integrity. Our family values compassion and collaboration, so get ready to make lifelong friends.

At ASDOH, we are more than just a school; we are a community of dedicated individuals committed to helping others by addressing the health needs of underserved populations and ensuring everyone has access to high-quality oral healthcare. We believe that oral health is a vital part of overall well-being and whole-person health, helping everyone to thrive. We look forward to seeing you grow into inspiring community leaders and healthcare providers.

This journey may be challenging, but it is also deeply rewarding. We are here to support your success and will be with you every step of the way, ready to assist whenever needed. Remember, you are now part of a community that values professionalism, empathy, and teamwork. We encourage you to constantly strive to become the best version of yourself, in your life, in the classroom, and in patient care.

Congratulations again on joining the ASDOH family! We are unique; we are ASDOH.

Desmond P Gallagher, BDS, MA
Dean

Contact ATSU-ASDOH

A.T. Still University–Arizona School of Dentistry & Oral Health
5850 E. Still Circle Mesa, AZ 85206
www.atsu.edu/asdoh

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Program Accreditation

The Commission accredits the Predoctoral Dental Education Program and the Postgraduate Program in Orthodontics through Dental Accreditation (CODA), 401 North Michigan Ave, Suite 3300, Chicago, IL 60611-4250, 800.232.6108.

CODA will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission,

appointment, promotion or dismissal of faculty, staff or students. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission directed at the address and phone number noted above.

State Licensing

Please see the State Licensing section under **ATSU Information** for details related to degree-granting authority by The Arizona State Board for Private Postsecondary Education and A.T. Still University's participation in nc-SARA.

Vision, Mission, and Core Values

Vision

ATSU-ASDOH aspires to be a leader in transforming dental education to improve the health of all communities through service, integrative whole person care and scientific inquiry.

Mission

Educate compassionate community-minded oral health providers to lead the profession.

Core Values

- Public Health Principles and Practice
- Respectful and Collegial Environment
- Commitment to Social Mission
- Learner Centered Education and Patient Centered Care
- Diversity and Inclusion
- Innovation
- Integrity
- Life Balance
- Lifelong Learning

ATSU-ASDOH School Policies

Immunizations Exemptions

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by submitting to the Director of ICSP an Immunization Exemption Risk Acknowledgment and Additional Disclosures and Requirements form.

International Student Admission

ATSU-ASDOH's programs are approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Prior to application, all applicants should review the program information in this catalog for program-specific requirements and contact Admissions for current information on the application process.

Dental Medicine, DMD

Doctor of Dental Medicine Program

Length of Program

The ATSU-ASDOH DMD program is a four-year residential program comprised of 295 credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2030, year 1
Tuition: $100,838
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $14,498

Class of 2029, year 2
Tuition: $100,838
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $14,592

Class of 2028, year 3
Tuition: $100,838
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $10,604

Class of 2027, year 4
Tuition: $100,838
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $10,492

Admissions

Application Process

ATSU-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. Application questions should be directed to customer service representatives at 800.353.2237 or csraadsas@adea.org.

Applicants who meet the minimum GPA requirements will receive instructions to complete an online secondary application.

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 2.75 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 college or university accredited by a US Department of Education institutional accreditor is preferred.
3. All prerequisite courses must be completed prior to matriculation and must have been completed from a regionally accredited U.S. institution. It is highly recommended that science prerequisite courses be taken within 5 years of applying, and prerequisite credits for AP or CLEP tests are no longer being accepted.
    - **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 a letter from their professor stating satisfactory completion of the course with a passing grade to ATSU-ASDOH admissions and their official transcripts to Enrollment Services by the first day of the second week of classes.
    - 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
          New York, NY 10113-0745 | 212.966.6311
          www.wes.org

- Foreign Consultants, Inc.
  Credential Evaluation Services
  3000 Dundee Road, Suite 209
  Northbrook, IL 60062 | 773.761.0000
  www.foreignconsultants.com
- GCE, Inc.
  PO Box 9203 | College Station, TX 77842
  1.800.707.0979 | www.gcevaluators.com
- Educational Credential Evaluators Inc.
  P.O. Box 514070 | Milwaukee, WI 53203-3470
  414.289.3400 | www.ece.org

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. Scores older than three years from the application date will not be accepted.
6. Applicants must provide a minimum of three (3) letters of recommendation. One letter must be from a Science Faculty, Committee Member or Academic Advisor, 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 participated but was not paid.
7. ATSU-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.
8. Matriculants will meet the minimum technology specifications found at: https://its.atsu.edu/knowledgebase/asdoh-technology-requirements/

*It is 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).

International Student Admission

ATSU-ASDOH's DMD program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

In addition to meeting all the general requirements for admission, non-immigrant applicants must:

- 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 college/university accredited by a US Department of Education institutional accreditor with a BA/BS or graduate degree.
  - **Option 3**: Submit 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) are accepted. The following are the minimum required scores based on test type:
      - **CBT**: minimum total score of 213 | Minimum of 22 Reading Skills section | Minimum of 26 Writing Skills section
      - **iBT:** minimum total score of 80 | Minimum of 22 Reading Skills section | Minimum of 24 Writing Skills section
      - **PBT**: minimum total score of 550 | Minimum of 57 Reading Skills section | Minimum of 61 Writing Skills section
- All prerequisite coursework must have been completed at a school accredited by a US Department of Education institutional accreditor.
- Non-US Citizen students must have permanent residency status (green card) to be eligible to receive any type of federal financial assistance.

International students seeking to enter a program of study at ATSU-ASDOH must obtain an appropriate visa issued by the U.S. Government.

Transfer Student Admission

ATSU-ASDOH will consider transfer students on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237 for more information.

Transfer Credit

ATSU-ASDOH will consider transfer credit on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237 for more information.

Advanced Standing

Transfer Students from CODA-accredited DMD/DDS programs

ATSU-ASDOH will consider transfer credit and advanced standing on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or 866.626.2878 ext. 2237 for more information.

Internationally-Trained Dentists

Internationally-trained dentists who have a dental degree from a non-CODA accredited program may receive advanced standing credit for the first year (D1) requirements of the program and be eligible for advanced standing admission at the start of the D2 year on a space available basis.

Internationally-trained dentist applicants must meet the following requirements for admission:

- 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: Graduated from a college/university accredited by a US Department of Education institutional accreditor with a BA/BS or graduate degree.
    - Option 3: Demonstrate 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) are accepted. The following are the minimum required score based on test type:
        - PBT: minimum total score of 550 | Minimum of 57 Reading Skills section | Minimum of 61 Writing Skills section
        - IBT: minimum total score of 80 | Minimum of 22 Reading Skills section | Minimum of 24 Writing Skills section
        - CBT: minimum total score of 213 | Minimum of 22 Reading Skills section | Minimum of 26 Writing Skills section
- Hold a Bachelor of Dental Surgery (BDS) degree or its equivalent.
    - Provide official course-by-course evaluation of dental school transcripts.
- Submit any NBDE Part I or II and/or INDBE scores available ("Status" of PASS is required of all applicants).
- Submit the completed application.
- Provide letters of recommendation: applicants may submit up to three current letters of recommendation supporting their request for admission to ATSU-ASDOH.
- Provide a current curriculum vitae (CV) or resume.
- Complete a clinical skill assessment, as directed by the Associate Dean for Pre-Clinical Education and Simulation-Clinic Operations.

Selection of Applicants

The Admissions Committee seeks those individuals capable of meeting the academic standards of ATSU-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.

Applicants sent a letter of acceptance are granted a specified time period to notify ATSU-ASDOH of their intention to enroll. Accepted applicants must submit the following to Admissions prior to matriculation.

- Signed admission agreement
- Non-refundable deposits
- Copies of official transcripts from every institution attended
- Immunization record
- Criminal background check through the University approved vendor

All students must meet ATSU requirements, enroll in the ATSU student sponsored health plan, or submit a waiver and receive approval for use of another acceptable health coverage plan.

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 the 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. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. 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 ATSU-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 patients 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 healthcare 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 and display the following: a) emotional health required for full utilization of their intellectual abilities, b) the exercise of good judgment, c) the prompt completion of all responsibilities attendant to the didactic, preclinical and clinical coursework within the program as well as to the diagnosis and care of patients, and d) the development of mature, sensitive, ethical and effective relationships with peers, faculty, staff, and patients. Candidates and students must be able to: a) tolerate physically and mentally taxing workloads, b) adapt to changing environments, display flexibility, and c) learn to function in the face of uncertainties inherent in the rigors of this academic professional program; in dealings with peers, faculty, and staff; and 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 accommodations with the Director of Learning Resources & Accommodation Services have no bearing on the application process. You may contact the Director of Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or 660.626.2774.

Any actions taken by ATSU-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 Chancellor 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 Resources & Accommodation Services. Please see the University Student Handbook for information on how to apply for academic adjustments, or email accommodations@atsu.edu.

Student Academic Promotion & Graduation Requirements

Student Academic Promotion and Graduation Policy

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 pass all D1 courses. In order to begin treating patients in the clinic, students must gain clinical privileges in each discipline by passing the pre-clinical summative credentialing assessments related to that specific discipline. Students who do not pass all D1 courses and/or fail to pass the pre-clinical summative credentialing assessments may not be considered for promotion from the first year to the second year pending review by the Academic Progress Committee.

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 pass all D2 courses. In order to begin treating patients in the clinic, students must gain clinical privileges in each discipline by passing the summative clinical credentialing assessments related to that specific discipline. Students who do not pass all D1 courses and/or fail to pass the pre-clinical summative credentialing assessments may

not be considered for promotion from the first year to the second year, pending review by the Academic Progress Committee.

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 all D3 courses. Students who do not pass all D3 courses may not be considered for promotion from the third year to the fourth year pending review by the Academic Progress Committee.

Graduation

Prior to graduating from the ASDOH predoctoral dental education program, the student must successfully pass all D4 courses; demonstrate attainment of all ASDOH program competencies; complete the certificate program in public health or obtain a master in public health (MPH) degree; discharge all financial obligations to ATSU; file all necessary graduation forms; and, attend the commencement ceremony.*

*Students may request the Dean's approval to be absent from the ceremony.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Dentists, General 29-1021.00; Health Specialties Teachers, Postsecondary 25-1071.00

Responsibilities

The Associate Dean for Academic Affairs is responsible for:

- Ensuring that students meet the academic requirements previously noted before being promoted to the next year.
- Presenting promotion and progress issues to the appropriate Academic Progress Committee.
- Notifying students who have not been promoted to the subsequent year of the program and working with the Academic Progress Committee in developing an Individualized Student Success Plan.
- Communicating all related decisions to ATSU Enrollment Services.

The Course Directors are responsible for:

- Ensuring that students successfully complete individual modules in cooperation with the Associate Dean for Academic Affairs.

The Staff is responsible for:

- Ensuring that accurate student grade records are kept in cooperation with the Associate Dean for Academic Affairs.

The Student is responsible for:

- Completing each module and course.
- Keeping a personal record of grades received for each module and course.
- Contacting the module instructor and course director if courses cannot be completed within the time allotted for the course due to excused or unexcused absences.

ATSU Enrollment Services is responsible for:

- Officially recording the course grades that appear on student transcripts.
- Providing accurate information to the Associate Dean for Academic Affairs regarding student grades.

Academic Progress Policies

Academic Progress Committee

Academic Progress Oversight Committee (APC)

Purpose: To assess, monitor, and facilitate the academic progress and success of students in a manner which includes the input of didactic and clinical faculty, as well as administration. The Academic Progress Committee (APC) is charged with monitoring the student's overall performance and progress towards attainment of competency. This includes the ability of the student to learn and integrate knowledge, experiences, critical thinking and problem-solving skills, communication skills, professionalism, ethical values, and technical clinical skills while caring for their patients and their communities.

Inherent in the assessment of student progress and student success is the assessment of a student's professional behavior. 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. The many facets of professionalism include respecting others (e.g., colleagues, classmates, faculty, administration and patients); maintaining high ethical standards and unwavering integrity; and, accepting instruction. Professionalism is observed in a person's work habits, their time management skills, their attire, and adherence to rules and procedures.

Academic Progress Committee (APC) Charge

- Establish academic policy and procedure for the ATSU-ASDOH predoctoral dental education program consistent with those established by A.T. Still University.
- Review the academic performance of all predoctoral dental students.
- To make determinations on a student's academic standing and ability to meet technical standards consistent with the policies of A.T. Still University and ATSU-ASDOH.
- To set conditions of progression in the program for students, including but not limited to:
    - Students who have demonstrated outstanding progress and abilities;
    - Students in current or potential academic difficulty;
    - Students who may not meet the ATSU-ASDOH Technical Standards;

    - Students who may lack fitness for the profession.
- Potential committee determinations include, but are not limited to:
    - Recognition of outstanding achievement (e.g. honors) and/or recommendations for advanced curricular opportunities;
    - Progression without restriction;
    - Progression with status of academic caution, probation, or modification/extension of program;
    - Progression with conditions, which may include but are not limited to: meeting with designated faculty on a scheduled basis; restriction or suspension of clinical privileges; a Student Success Plan (SSP) which may include remedial didactic, simulation or clinical activities; delayed placement on ICSP rotations; professional counseling; completion of anger management course; obtaining a medical, psychological examination; or, other conditions believed by the APC to assist the student in successfully progressing through the program;
    - Recommendation to the Dean regarding:
        - Graduation;
        - Repetition of an academic year;
        - Dismissal with the option to withdraw;
        - Dismissal;
        - Suspension; and
        - Leave of absence.
- When requested by the Dean, conduct an investigation to determine if charges that a student violated the ATSU Code of Academic Conduct or the Code of Behavioral Standards have merit and/or if they can be disposed of administratively by mutual consent of the parties involved.

Meetings

The APC meets as needed to fulfill its charge as determined by the Chair. It is anticipated to meet at least once to review student progress during the semester and once to review student progress as of the end of the semester.

Composition

Ex-Officio Members (Voting) include the Associate Dean of Academic Affairs, Associate Dean of Student Success, Associate Dean of Clinical Affairs, Associate Dean, Pre-Clinical Education and Simulation Clinic Operations. Ex-Officio Members (Non-Voting) include the Associate Vice Chancellor of Student Affairs. Faculty members appointed annually by the Dean, limit of six consecutive one-year terms (Voting), Two D3/D4 Clinical Faculty - CCU and Specialty Representatives, and Two D1/D2 Faculty - Biomedical Sciences and Pre-Clinical.

Quorum

A quorum is established when a simple majority of the voting members, or their designees, are present at the meeting.

Protocol & Procedure

Recommendations to the Dean for Student Dismissal, Withdrawal, Repetition of the Year or Leave of Absence: If the APC is considering recommending to the Dean that a student to be dismissed, withdraw, repeat a year, or take a leave of absence, the APC must notify the student and schedule a meeting to allow the student the opportunity to present significant information relative to the recommendation under consideration, which the committee may not otherwise possess. It should be noted that the purpose of the meeting is not to appeal any decisions (as the decision would not be made), nor is it a forum to appeal a grade or assessment. If the student chooses not to meet with the committee as scheduled, the committee may proceed with deliberation and notify the Dean of a final recommendation as appropriate.

D1/D2 Student Success Committee (D1/D2 SSC)

The charge of the D1/D2 Student Success Committee is to support each course/module instructor/director as they facilitate the academic success of their students. This committee is tasked with assessing student progress through the DS1/DS2 years. All students will be assessed regarding academic progress for the current semester according to criteria as published in each course syllabi. The D1/D2 SSC will provide a venue for feedback, discussion, and advisement related to student academic progress based on collective input from the wide variety of faculty interactions in the ATSU-ASDOH program. This may include, but is not limited to, recommendations to the Associate Dean for Pre-Clinical Education and Simulation Clinic Operations regarding:

- Enrichment, advanced, or alternative opportunities for students who have shown outstanding abilities.
- Student participation in research or other elective experiences.
- Support activities or experiences for students who are at risk of failing a course.
- Support activities or experiences for students who need improvement in one or more of the six ATSU-ASDOH Competency Domains (i.e., Foundation Knowledge; Professionalism and Leadership; Patient Management; Critical Thinking; Technical Clinical Skills; Self Assessment).
- Development of formal Student Success Plans (SSP).
- Development of formal SSP as requested by the Associate Dean of Student Success for integration of students with advanced standing (e.g., transfer students) into the clinic.
- Refer specific student discussions to the APC for further action as appropriate.

Composition

Ex-Officio Members (Voting) include the Chair, Associate Dean for Pre-Clinical Education and Simulation Clinic Operations, and the Associate Dean of Clinical Affairs. Ex-Officio Members (Non-Voting) include the Associate Dean for Student Success, and the Associate Dean for Academic Affairs. Faculty Members Appointed by the Dean Annually (Voting) include five faculty members who are serving/have served as a course instructor in the D1 or D2 year whenever practical, including at least one faculty member who is

responsible for the clinical sciences curriculum and at least one who is responsible for the biomedical sciences curriculum.

Meetings

At least two meetings per semester will be scheduled by the Chair, which may be reflected on the academic calendar to review student progress during the semester and at/near the end of the semester. Other faculty members may be invited to participate in D1/D2 SSC discussions and provide feedback on student progress as determined by the Chair.

D3/D4 Student Success Committee (D3/D4 SSC)

The ATSU-ASDOH clinic education system is designed to provide each student with a wide variety of clinical educational experiences to develop the knowledge, skills and values expected of graduate general dentists. During their clinical training, students work in their Comprehensive Care Units (CCU), where they collaborate to provide comprehensive care for their assigned patients working with their CCU Director and a variety of faculty members. Students also participate in several internal rotations to gain clinical experiences in specific dental disciplines and in the management of diverse patient populations. During Integrated Community Service Partnership (ICSP) rotations, students immerse themselves in different cultures and socioeconomic environments, providing preventive, restorative, and surgical oral healthcare in community clinics in underserved areas.

With the support of the Associate Dean of Clinical Affairs, each CCU Director works with their assigned students to manage the scope of clinical educational experiences and monitor students' overall performance and progress toward competency attainment. A key responsibility for CCU Directors is to facilitate each student's ability to self-assess and to develop their individual education goals throughout their clinical program. This includes goals related to the student's ability to learn and integrate knowledge, experiences, critical thinking and problem-solving skills, communication skills, professionalism, ethical values, and technical clinical skills while caring for their patients and communities.

The charge of the D3/D4 Student Success Committee (SSC) is to support each CCU Director as they facilitate the academic success of their students. This committee will be tasked with assessing student progress through the DS3/DS4 clinic years. All students will be assessed regarding clinical progress for the current semester. Faculty will evaluate clinic progress according to the clinic syllabus and Clinical Education Manual. The D3/D4 SSC will provide a venue for feedback, discussion, and advisement related to student clinical progress based on collective input from the wide variety of faculty interactions in the ATSU-ASDOH Clinical program. This may include, but is not limited to, recommendations to the Associate Dean of Patient Care and Clinic Education regarding:

- Enrichment, advanced, or alternative clinical opportunities for students who have shown outstanding abilities.
- Student participation in ICSP rotations.
- Support activities or experiences for students who are at risk of failing a course.
- Support activities or experiences for students who need improvement in one or more of the six ATSU-ASDOH Competency Domains (i.e., Foundation Knowledge; Professionalism and Leadership; Patient Management; Critical Thinking; Technical Clinical Skills; Self Assessment).
- Development of formal Student Success Plans (SSP), as requested by CCU Directors, the Associate Dean of Clinical Affairs, or the Academic Progress Committee (APC).
- Development of formal SSP, as requested by the Associate Dean for Student Success,for integration of students with advanced standing (e.g., transfer students) into the clinic.
- Refer specific student discussions to the APC Committee for further action as appropriate.

Composition

Voting Members include the Chair, Associate Dean of Clinical Affairs, Associate Dean of Student Success, CCU Directors: All CCU Directors who have responsibility for assigned students, Discipline Clinic Directors: Endodontics, Non- Surgical Periodontics, Oral Radiology, Oral and Maxillofacial Surgery, Pediatric Dentistry, Periodontics, Prosthodontics, and SpecialCare, ICSP Representative, and a Behavioral Sciences Representative. Non-Voting Member(s) include the Associate Dean of Academic Affairs and the Associate Dean, Pre-Clinical Education and Simulation Clinic Operations.

Meetings

At least two meetings per semester will be scheduled by the Chair, which may be reflected on the clinic calendar to review student progress during the semester and at/near the end of the semester. Whenever practical, meetings will be placed in the clinic rotations so that all clinical faculty members will be able and expected to attend or designate the appropriate proxy. All student evaluations will be collected by CCU Directors from adjunct faculty prior to the meeting to facilitate discussion. Other faculty members may be invited to participate in D3/D4 SSC discussions and provide feedback on student progress as determined by the Chair.

Caution and Probation Policy

The purpose of the status of Caution and Probation is to identify and provide appropriate support to dental students who are not making adequate academic progress and/or demonstrating the professional conduct required to matriculate through the DMD degree program in a timely manner.

Students who have been designated with the status of Caution or Probation by the appropriate ASDOH Academic Progress Committee (APC) or Student Success Committee* may be directed to available support services including

counseling, tutorial assistance, special scheduling, and/or other activities that may help the student improve academic performance or professional behavior. Support strategies and measurable performance/behavior goals for the student may be summarized in a Student Success Plan (SSP) established by committee or assigned ASDOH faculty member.

Students who are not successful in the completion of a SSP, fail to adequately progress or complete the academic or clinical portion of the program, or violate the University Academic Code of Conduct or University Code of Behavioral Standards may be subject to repetition of one or more semesters, or be dismissed from the program.

* ATSU-ASDOH student progress is monitored by the D1/D2 Student Success Committee, the D3/D4 Student Success Committee, and the Academic Progress Committee.

Definitions

Caution: Caution is a status designated by the APC or appropriate Student Success Committee which serves to notify the student that they have been identified by the faculty as being at risk to successfully complete and graduate from the DMD program with their class. The student will be informed in writing of the rationale for the faculty's concerns which may include issues regarding the student's academic performance, behavior, conduct, and/or professionalism. Students who have received a notice of Caution are considered to be in "good standing" within the DMD program and notice of Caution is not reported to University Enrollment Services, nor is the status of Caution recorded in the student's official transcript. This notice is provided to assist the student with information and strategies on how to remain in "good standing" and matriculate through the DMD program as planned, and to avoid progressing to the status of Probation, repetition of all or part of an academic year, and/or dismissal from the program.

Probation: Probation is a status designated by the APC and serves as a warning that the dental student's academic performance or professionalism falls below the School's and University's criteria for "good standing" and therefore is reported to the University Offices of Enrollment Services and Student Affairs. Placing a student on Probation is not intended to be a punitive action, but rather reflects a serious and significant concern of the faculty, providing official acknowledgment that the student is in jeopardy of repetition of all or part of the academic year, or being dismissed if the issue at hand is not corrected. Students on Probation are expected to take steps to improve, which may include the development and successful completion of a Student Success Plan (SSP). Students on Probation may be required to meet regularly with support personnel including but not limited to support staff, counselors, faculty and/or administrators. Students on Probation are ineligible to participate in co-curricular and other School and University activities which require academic "good standing" as noted below in this policy. (College Parents of America,2009, November 29). What to Do If Your College Student Is on Academic Probation. Retrieved from https://www.collegeparentcentral.com/2009/11/what-to-do-if-your-college-student-is-on-academic-probation/)

Repetition of One or More Semesters: A student who is unable to remain in "good standing" and/or fails to demonstrate adequate academic progress as determined by the Academic Progress Committee (APC) may be required to repeat one or more semesters and/or be required to participate in a modified/extended program curriculum.

Dismissal: Dismissal of a student occurs when the student is dismissed from the program by the Dean on an involuntary basis due to serious academic or behavioral issues as determined by the APC and is no longer enrolled in the DMD degree program.

Dismissal with the Option to Withdraw: Dismissal with the option to withdraw may be recommended by the APC or Dean to provide the student with a limited opportunity to voluntarily withdraw from the DMD program rather than being subject to involuntary dismissal from the program.

Withdrawal: Withdrawal by a student from the program occurs when a student voluntarily withdraws and is no longer enrolled in the DMD program.

Note: Students who are dismissed or withdraw from the program and subsequently are readmitted to the program will be reviewed by the APC to determine if the status of Probation is in order upon re-enrollment.

Student Success Plan: An individualized Student Success Plan (SSP) may be implemented for students who would benefit from structured, written guidance to address challenges in areas such as academic performance, clinical competency, or professional behavior. The SSP is designed to provide actionable steps and measurable goals to support student improvement and progression. An SSP may be implemented when a student is placed on Probation, depending on the situation. SSPs are developed collaboratively by the Associate Dean for Student Success in consultation with the Associate Dean for Academic Affairs, the Associate Dean for Preclinical Education & Simulation Clinic Operations, the Associate Dean for Clinical Affairs, and other relevant faculty members. Each SSP generally includes:

- A description of the circumstances prompting the plan
- Identified areas for improvement
- Specific goals and requirements for successful completion
- A defined timeframe for meeting expectations
- Alignment with ASDOH Technical Standards
- Clearly stated outcomes and evaluation measures
- Potential consequences for non-completion

Scope and Criteria

Caution: A student may be assigned the status of Caution for any one of the following reasons as determined by the APC or appropriate Student Success Committee including but not limited to:

- Failure of two ASDOH modules or one required College of Graduate Health Studies (CGHS) course

- A demonstrated pattern of passing modules or courses at minimal performance levels
- A demonstrated pattern of unprofessional behavior and accrual of two Professional Compliance Citations

Note: Students with the Caution status must realize that failure to improve academic performance or unprofessional conduct may lead to the status of Probation, the repetition of one or more semesters, or Dismissal from the program.

Probation: A student may be assigned the status of Probation by the APC for any one of the following reasons as determined by the APC, including but not limited to:

- Failure of three ASDOH modules
- Failure of a summative preclinical/clinical assessment
- Failure of a CGHS course
- Failure of one ASDOH course
- Failure to maintain a 3.0 GPA within CGHS
- Violations of the University Academic Code of Conduct
- Violations of the University Code of Behavioral Standards
- Failure to comply with or meet the ASDOH Technical Standards
- Accrual of 3 or more Professionalism Compliance Citations or a continued demonstrated pattern of unprofessional behavior
- A combination of unprofessional behavior and module/course failure
- Deficient preclinical/clinical performance and/or judgment
- Multiple "needs improvement" categories on the Clinic Assessment Summary
- Students on Probation will be referred to the APC if they fail a 4th module

If a student demonstrates serious ethical or unprofessional behavior, the student will be referred to the APC and may be placed on probation immediately, with the possibility of additional consequences, including but not limited to: repeating portions of the curriculum, suspension, a leave of absence, program withdrawal, or dismissal.

Removal of the Caution or Probation Status: These guidelines are designed to help students focus on improving their academic progress or professional behavior.

The Caution or Probation status of students is reviewed by the Academic Progress Committee (APC) and/or the appropriate Student Success Committee (SSC) minimally at the end of each semester. The status may also be reviewed upon the request of the appropriate course director or the Associate Dean for Academic Affairs.

If an SSP was developed, the APC or SSC will review whether the student has met the plan's objectives to remove or modify their status. Otherwise, to remove or modify the status of Caution or Probation, the APC will consider a variety of factors relevant to the student's situation, including but not limited to remediation of modules, improvements in academic performance, clinical performance, and/or professional behaviors. When a student is removed from Caution or Probation, failing another module or any other violation will automatically place them on Probation.

Students may be removed from Caution/Probation when they do not fail additional modules or exhibit patterns of unprofessional behavior for 6-12 months subsequent to the student's most recent module failure or professionalism occurrence.

Guidelines for Limited Activities for Students on Probation: Unless otherwise permitted by the APC, students 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 and/or CGHS in University programs and committees, e.g., the Falls Prevention program, IPE activities
- Participate in ATSU- or ASDOH-and/or CGHS-related co-curricular activities (e.g., humanitarian outreach trips scheduled on the academic calendar)
- Attend or represent ATSU or ASDOH and/or CGHS at conferences/events supported by ATSU or ASDOH. This includes ASDA events.
- Be excused from curricular activities for professional development
- Participate in ATSU or ASDOH and/or CGHS research programs

Note: Students previously on probation who exhibit any of the previously noted probation-worthy behaviors, may be placed back on probation, be recommended for repetition of all or part of the academic year, or recommended for dismissal from the program.

Repetition of Semester(s)/Dismissal: Students may be required to repeat one or more semesters by the APC or be dismissed from the program by the dean upon recommendation of the APC for any one of the following reasons that include but are not limited to:

- Failure of a fifth module within ASDOH
- Failure of a module retake
- Violations of the University Academic Code of Conduct
- Violations of the University Code of Behavioral Standards
- Failure to comply with or meet the ASDOH Technical Standards
- A continued demonstrated unresolved pattern of unprofessional behavior
- Deficient simulation clinic or clinical performance and/or judgment

Appeals

Academic actions by the APC and/or the Dean may be appealed as follows:

- **Caution and Probation**: The decision to place a student on the status of Caution or Probation may not be appealed.
- **Repetition of Semester(s)**: The student may appeal the APC's decision for the student to repeat one or more semesters. The appeal may only be based on: 1) a procedural error by the APC or the Dean; 2) evidence of bias by an APC member; or, 3) new and significant

information which was not previously considered by the APC.
- A written appeal to the Chair of the APC must occur within seven academic days (business days, excluding holidays and/or University closure dates) of the notification to the student of the decision and must contain a signature of the student (emails and faxes are acceptable). The APC will review the appeal and issue a recommendation to the Dean. The Dean will review the APC recommendation and make a final decision, which will be without further appeal, within seven academic days of receipt of the student's appeal.
- **Dismissal**: The student may appeal the decision by the Dean to be dismissed from the program to the President of Arizona & California Campuses according to the process outlined in the ATSU Policy section of the ATSU Catalog.

Notification to Student

- Decisions regarding Caution and Probation are communicated to the student in writing by the Associate Dean for Academic Affairs
- Actions of Probation are communicated to the Enrollment Services and Student Affairs by the Associate Dean for Academic Affairs
- Students may be required to meet with the APC and/or appropriate SSC to discuss their Caution or Probation status
- Students have the option to request a meeting with the APC to discuss a recommendation to repeat one or more semesters or to be dismissed from the DMD program
- Decisions regarding Dismissal are communicated to the student in writing by the Dean

Academic Standards, Guidelines, and Requirements

Grading

Doctor of Dental Medicine program students earn a pass/fail grade for each course. Students do not earn grades for courses.

Grading Criteria

Faculty are encouraged to use evaluation criteria, when possible, based on multiple methods such as examinations, quizzes, papers, projects, presentations, case studies and/or final examination.

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.

Mastery of the course material shall be recorded as raw scores (e.g., not adjusted or graded on a bell curve).

ATSU-ASDOH's protocol dictates that the statistical scoring method of curving (also known as grading on a curve or bell curving) will NOT be applied during calculation to yield a predetermined distribution of grades. Furthermore, ATSU-ASDOH does not round individual assessment scores or final grades.

For clinical grading, refer to the Clinical Competency Guidebook and syllabus.

Module Grading within a Course

At the conclusion of a module, the Final Module Grade will be posted in Canvas as **PASS (P), FAIL (F),** or **INCOMPLETE (I).** Students need to achieve a 75% or higher to pass a module.

Students experiencing an extenuating circumstance that prevents them from completing a module will be required to sign an **Incomplete Agreement Plan** and earn a temporary "I" (Incomplete) final module grade. The final module grade posted in Canvas will be updated to reflect the actual grade earned in the module after all module requirements are met.

If a student needs to remediate a module due to a failing grade, their final module grade will be updated in Canvas to reflect either **REMEDIATED PASS (RP)** or **REMEDIATED FAIL (RF)** after the module remediation process has concluded.

Individual module assessment scores and final module grades (as part of a course) are posted in Canvas for students to conveniently track their academic performance within a module. These individual module grades are not reported to the Registrar and will not be reflected on a student's academic transcript. However, one or more module failures (within a course) will be reported to and monitored by ASDOH's D1/D2 Student Success Committees and Academic Progress Committee (APC) and will impact a student's Academic Status.

Final Module Grade

Grade	Value
P	Pass – 75.0% or higher on module assessments
F	Fail – 74.9% or lower on module assessments
I	Incomplete – Extenuating Circumstances
RP	Remediated Pass – 75.0% or higher on module remediation
RF	Remediated Fail – 74.9% or lower on module remediation

ASDOH does not round decimal points on individual assessment scores or final module percentages for any reason, including to allow a failing student on the cusp of a passing grade to pass a module.

To earn a final module grade, students MUST take and complete all assessments within a module regardless of their current academic standing or anticipation of a passing final grade.

Course Grading:

At the conclusion of a semester, a students' Final Course Grades will be posted in Canvas **AND** permanently reported on their academic transcript as **PASS (P), REMEDIATED PASS (RP), FAIL (F)**, or **INCOMPLETE (I).**

Students that successfully complete all course requirements or successfully remediate no more than two (2) modules within a course will earn a **"P"** (Pass) final course grade.

Students that do not successfully complete all course requirements or unsuccessfully remediate one or more (1+) module(s) within a course will earn an **"F"** (Fail) final course grade and must retake* the module at their own expense. The **"F"** (Fail) final course grade is permanent and will be noted on the student's academic transcript.

Students that successfully remediated three or more (3+) modules within a course will earn an **"RP"** (Remediated Pass) final course grade.

Circumstances that prevent a student from completing a module(s) before the conclusion of a semester will be required to sign an **Incomplete Agreement Plan** and earn a temporary **"I"** (Incomplete) final course. The final course grade will be updated on a student's academic transcript to reflect the actual grade earned in the module after all course completion requirements are met.

*If a student needs to **RETAKE** a module, their academic transcript will reflect two (2) final course grades – the **"F"** earned during the original course and the actual grade earned from the **RETAKE** of the module. Failing a module **RETAKE** may jeopardize a student's enrollment status in the program

Final Course Grade – Official Transcript

Grade	Value
P	Pass – Successfully completed all course requirements or successfully remediates less than 3 modules
F	Fail – Unsuccessfully completed all course requirements or unsuccessfully remediates 1 or more modules
RP	Remediated Pass – Successfully remediated 3 or more modules
I	Incomplete – Extenuating Circumstance
*P	RETAKE Pass – Asterisk notes a student passed the course after a second offering
*F	RETAKE Fail – Asterisk notes a student failed the course after a second offering

Final Grades

Remediation: provides a second chance for students to demonstrate comprehension of module content. Remediation plans are determined by the Course Director and Module Instructor and may include additional assessments, such as oral or written assignments, examinations, quizzes, case studies, projects, and PPT presentations.

At the discretion of the Course Director, students may be scheduled to complete their remediation plan during student breaks, holidays, or any other dates in which the University is open for business. This may include administering remediation 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.

Retake: provides an opportunity for students to repeat a module in order to demonstrate comprehension of the content. Assessments normally mimic the format and content of the assessments offered during the original module(s). Retake plans are determined by the Course Director and Module Instructor and will be detailed in a

Retake Course Syllabus and provided to the student in advance. Students will be invoiced for the cost of retaking a module as part of a course and must satisfy this financial obligation before they are enrolled in the Retake course.

Incomplete: is for students that experience **an extenuating circumstance** during the course of a module. The grade provides these students additional time to complete module requirements without penalty and for credit. The Course Director will inform the student if they qualify for an incomplete grade and provide them an **Incomplete Agreement Plan** to sign that specifically outlines module completion requirements and the specified amount of time in which requirements must be completed in order to receive credit. Students with an "I" module grade at the conclusion of a semester will be required to complete individual module requirements when the course is offered again during the next academic year or as determined by the Course Director.

Once all incomplete course requirements are successfully met, the **"P"** or **"F"** grade earned in the course will be updated on their academic transcript. Students that do not fulfill the requirements outlined within their Incomplete Agreement Plan will receive an **"F"** final course grade and will be required to **RETAKE** the module at their own expense.

Due to the uniqueness of ASDOH's curriculum, students may not be eligible to REMEDIATE or RETAKE some didactic, preclinical, or clinical modules for reasons including but not limited to the availability of course offerings and other curriculum resources. The opportunity for a student to remediate or retake a module is at the discretion of the Course Director, Module Faculty, and the Academic Progress Committee (APC), based on the resources available and the student's individual situation and progress within the program. ASDOH's Administration reserves the right to implement Student Success Plans or other alternative assessments/module completion processes that help foster the professional and academic success of its students. This may also include delaying a student's promotion to the clinic to treat patients and/or delaying graduation, or requiring a student to remain in school at the conclusion of the academic year to refine their pre-clinical hand skills.

Auditing a Module

Only one module per academic term may be audited by any one student. Students who audit a module are expected to attend classes on a regular basis. Successful completion of an audited module 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 module, and an audited module may not be changed to a module for credit or vice versa.

No tuition is charged for audited courses by currently enrolled ATSU-ASDOH students.

To be considered for auditing a module, the individual must be enrolled in an ATSU-ASDOH graduate or post-graduate program. Eligibility to audit a module is at the sole discretion of the ATSU-ASDOH administration. Requests to audit an ATSU-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-ATSU-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 ATSU-ASDOH associate dean.

Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the DMD program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the **Academic Appeals policy** of the ATSU Policies section.

Academic Integrity

The purpose of this policy is to support the ATSU-ASDOH community of students, staff and faculty in the collective commitment to maintaining academic integrity at ATSU-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 ATSU-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 ATSU-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 ATSU-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 ATSU-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.

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 ATSU-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 ATSU-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 Affairs, in conjunction with the Associate Dean for Clinical Affairs will investigate any suspected breach of academic integrity by students and report these findings to the 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 ASDOH policy, including dismissal from the program.

The Purpose and Defining Fundamental Values and Behaviors that Maintain Academic Integrity sections of this policy were adopted with modifications from The Fundamental Values of Academic Integrity 2nd Edition, The International Center for Academic Integrity, April 2014, https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf.

Attendance

Please refer to the **Absence Policies** section of the ATSU University Catalog for details regarding Extended Absences (6-15 consecutive days) and the Student Leave Policy (15+ consecutive days).

Attendance in General

Attendance of all classes, labs, and clinic sessions is expected. Specifically, students are expected to:

- Arrive early to class;
- Stay for the entire class;
- Respect the instructor's time; and
- Communicate directly with the appropriate reporting person for absences.

Didactic Courses

Students are expected to be in class and stay for the duration of the class time. Attendance is mandatory for all assessments per the policy below.

Sim-Clinic Class Attendance

Attendance is mandatory for all lectures and sim-clinic sessions. At the discretion of the course director, students who miss more than 10% of sim-clinic sessions and/or associated lectures due to approved absences involving extenuating circumstances will earn an incomplete "I" final grade and must retake the course when it is offered again or as determined by the course director.

Students who miss more than 10% of sim-clinic sessions or a course with mandatory attendance due to unapproved absences will earn a failing "F" final grade and must retake the course when it is offered again at their own expense. Please note that random attendance may be taken during the duration of the course by the instructor of other designated personnel.

Assessment Attendance

Attendance is mandatory for all assessments (e.g. exams, quizzes, test, group and individual projects and presentations). The outcome for students missing an assessment for any reason will be determined by the course director on a case-by-case basis and may include but not be limited to:

- A request to provide official documentation (doctors note clearly articulating the student's inability to attend class, proof of emergency or crisis, etc.)
- Earning a zero (0) score on the missed assessment if unapproved.
- The student being reported to the Academic Progress Committee (APC).
- A change in academic status (Academic Caution or Probation) as determined by the APC.

No call, no show absences for an assessment will result in an automatic zero (no credit) for the assessment and the student reported to the APC.

Clinic Attendance

Clinical attendance follows attendance policy and clinic syllabus language as outlined below.

The ATSU-ASDOH clinical experience is based on a curriculum that provides significant opportunities for students to develop knowledge, skills, and values to become a competent general dentist. Our learning environment is greatly enhanced by promoting peer collaboration and by maximizing direct patient care opportunities. ATSU-ASDOH students are admitted in part due to the experiences they bring to the ATSU-ASDOH community and what they can offer to their peers in seminars and clinic/simulation activities. As such, student participation in scheduled clinic/simulation activities and seminars is essential and required for all clinical courses.

The primary expectation of students when they are scheduled in the clinic is that they are prepared and available to treat all patients as assigned for the entire clinic session. This includes being prepared and on time to manage any scheduled patient(s) at the start of each clinic session and staying for the duration of any session as a provider or assisting others providing patient care.

On-call – CCU and Internal Rotation Directors have the discretion to allow students to leave the clinic and remain on call and available to return to clinic in less than 10 minutes. Please note that if an on-call student is not available as requested, it will be considered an unapproved absence.

Minimum Clinic Course Attendance Requirements

Students must attend a minimum of 90% of scheduled sessions to pass any clinical course. The Office of Clinical Education may provide students with a maximum number of days per semester that a student may be absent from the clinic and still meet the 90% attendance requirement. At the discretion of the course director, students who fail to meet the 90% attendance requirement may receive a final grade of Fail "F" or an Incomplete "I" as indicated in the course syllabus. Students will be required to remediate missed

sessions or retake the course when it is offered again. If an "I" final grade has been earned, upon the successful completion of all course attendance requirements, the grade will be changed to reflect the actual grade earned in the course.

A student who does not participate in a scheduled clinic/simulation activity or seminar will be categorized as follows for the purposes of this policy:

- Approved absence;
- Alternative curricular activity;
- Unapproved absence.

Approved Absences

Any absence from scheduled clinic activities and seminars in the ATSU-ASDOH clinics for D1, D2, D3, or D4 students must be approved by the Office of Clinical Education following published protocols, including providing documentation as requested. A student absence will typically be approved for the following reasons:

Unplanned or unscheduled events

- Illness and family emergency: Students who are ill or who are involved in a serious personal or family emergency may be approved for absence. Please note that students should make every effort to schedule non-urgent medical appointments at times that are not in conflict with classes or assigned clinic sessions. The Office of Clinical Education may require verification from the student's health care provider to approve an excused absence due to illness or medical appointments.
- Bereavement: Students may be approved for up to five days absence in the event of a death of a family member. The number of days will be determined by the Office of Clinical Education based on the specific circumstances of each situation.

Planned, scheduled events

- Non-urgent and preventative medical appointments: Students should make every effort to schedule non-urgent medical appointments at times that are not in conflict with scheduled clinic sessions, simulation lab and seminars.
- Professional meetings and invited scientific or educational presentations: Students who are serving as ASDOH representatives or when an invited presenter at a scientific or educational meeting. Please note that students choosing to attend a professional meeting will not typically be approved.
- Religious holidays: ATSU-ASDOH respects the student's need for absences due to religious holidays and cooperates in scheduling approved absences. Please note that the absence will be approved for the actual day of observance only, and that this does not include participation in retreats, meetings, or other activities associated with the student's religious affiliation.
- Jury duty, court dates and military duty: Students with legal obligations including jury duty, subpoena and military duty.
- Post-graduate interviews and student externship programs: Post-graduate education program interviews and related formal student externships. Please note that this includes reasonable travel time, but does not include study or preparation time.
- Planned, personal time: Students may request personal time off for reasons other than those listed above up to a maximum of 5 days per semester. Approval by the Office of Clinical Education will be based on the provider needs of the clinic, the outstanding oral health needs of the student and their dental team's assigned patient pool, the student's academic progress, and adequate notice of the request.

Participation Credit for Approved Absences

Students missing seminar, clinic or simulation time due to absence, regardless of whether it is approved, will not receive participation credit for the session. Students may be given the opportunity to earn participation credit that the discretion of the course director if the absence was approved as noted above. Please note that neither approved absence nor notification of absence excuses the student from meeting all clinic course requirements.

Alternative Curricular Activities

Alternative curricular activities are not considered as an absence from the clinic, as they are considered part of the ATSU- ASDOH curriculum. Students who participate in alternative curricular activities without prior approval from the Office of Clinical Education will be considered to have an unapproved absence. The following may be approved as alternative curricular activities.

- ATSU-ASDOH research externships;
- ATSU-ASDOH elective enrichment courses;
- MPH Practicum;
- Clinical licensure examinations (please note that this does not include information preparation or travel time); and
- NBDE Part 1 or Part 2 (please note that this does not include study time).

Unapproved Absences

Unapproved absences will be considered for disciplinary action by the Academic Progress Committee, with possible actions to include additional clinical assignments, repetition of a term, or dismissal from the program. Students should also consult the appropriate course syllabus to determine the ramifications of an unapproved absence on their grade and ability to pass the course.

D3 & D4 Students at External Rotation Sites

Attendance is required at external sites during the listed business hours of the site. Furthermore, students must be in attendance for at least 90% of each rotation unless an excused absence is obtained. Situations in which a legitimate emergency exists will, of course, always be considered.

Please refer to the current ICSP Student Policy Manual for details on requesting an approval for an absence from an external rotation site.

Immunizations

ATSU-ASDOH requires all students to provide proof of their immunizations in order to matriculate. This is necessary for the protection of the patient, students, faculty, and staff of ATSU-ASDOH and external rotation sites. 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 and/or be removed from their didactic courses until the proper documentation is received by ATSU-ASDOH.

Immunizations must be verified by providing copies of immunization records from a US licensed Physician (DO or MD), Physician Assistant (PA), and/or Nurse Practitioner (NP). All copies must contain:

- Student Name
- Student Date of Birth
- Name of clinic/office immunization was received including address and phone number
- Name of provider at the clinic/office immunization was received
- Date of immunization
- Report of results for any titers

Any non-US immunization records are not acceptable. All non-US immunization records must be translated, documented and approved by a US Licensed Physician (DO or MD), Physician Assistant (PA), or Nurse Practitioner (NP).

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 ATSU-ASDOH.

- Required: One current Tdap
- Tetanus Titer Required: Yes
- Tetanus Booster Required: N/A
- Notes: Tetanus must be renewed every 10 years

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.

- Required: Proof of Polio immunization
- Titer Required: No
- Booster Required: N/A
- Notes: Most recent polio vaccination required

Measles, Mumps, and Rubella

Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation and a titer completed within a year of matriculation to ATSU-ASDOH showing immunity. If the titer does not show immunity, or is equivocal, student must complete a MMR booster and provide proof of booster within 30 days of negative/equivocal MMR titer.

- Required: Proof of two immunizations
- Titer Required: Yes
- Booster Required: If titer is NEGATIVE/EQUIVOCAL
- Notes: Titer/Booster must be completed within 1 year prior to matriculation

Hepatitis B

Students must complete the 3 series of Hepatitis B immunizations along with a titer (completed no more than 1 year of matriculation) demonstrating POSITIVE result. If the titer comes back negative, or equivocal, the student must complete a booster no more than 1 year before matriculation.

- Required: Proof of three immunizations
- Titer Required: Yes
- Booster Required: If titer is NEGATIVE/EQUIVOCAL
- Notes: Titer/Booster must be completed within 1 year prior to matriculation

Tuberculosis

The student must submit a negative TB test completed 6 months before the matriculation date. No expired TB tests will be accepted. If you are pregnant, please see our office for exception. Students may select TB skin test, X-Ray, or blood test.

TB screenings/testing must be updated every year for ATSU-ASDOH, no matter which test is given.

- *Two Step Skin test*: TB skin tests must show results and induration on the report. The report of skin test must include the date skin test was completed, the date skin test was read, the reading of skin test in mm, the signature of health provider who read the test, and all skin tests must have oomm reading to be considered as a negative result. If the skin test that does NOT show oomm reading, students must receive an X-Ray showing no sign of active TB.
- *X-Ray Imaging*: X-ray must have radiologist's report of no active TB present. Copies of X-ray films are NOT accepted. Only use this option if you have tested positive for a two step skin TB test or have received a TB Immunization. During your 4th year, you may have to update the X-Ray option more than once if you choose to use this option as proof of a clear TB. This can be expensive, and can expose you to unnecessary radiation. X-ray report must include the name of student, name of Physician completing the report, contact information for the clinic/doctor, be on official clinic letterhead, and be signed by the doctor who completed the report. Report must show that student is clear of any sign of active TB. No radiographs or other medical reports that do not directly address TB screening of the lungs will be accepted as proof of TB testing.
- *QuantiFERON TB Gold Test (Blood test):* Blood tests must have a report showing no active TB is present. If the TB skin or blood test is positive, student must complete an X-ray and submit radiology report of no disease (copies of films are not accepted). The blood test is a blood draw option if the student does not wish to do a two step TB skin test. Report can take up to 5 days to receive and costs more than a skin test. Report must include the date of the blood draw and that blood test shows no TB disease. Report must be on official letterhead of clinic where test was completed with contact information.

Varicella (Chicken Pox)
Must show two immunizations or doctor documentation of disease AND a positive Varicella titer. Titer must be completed no more than one year before matriculation to ASDOH. If titer is negative/equivocal, Varicella booster is required within 30 days of negative/equivocal Varicella test.

- Required: Proof of two immunizations or proof of disease by medical provider
- Titer Required: Yes
- Booster Required: If titer is NEGATIVE/EQUIVOCAL
- Notes: Titer/Booster must be completed within 1 year prior to matriculation

CPR
All incoming ATSU-ASDOH students will be required to take the CPR Course offered at ATSU-ASDOH during Orientation Week. We will not accept other CPR courses in lieu of this course.

Influenza (Flu)
This is NOT required at matriculation. We ask that if you have a current flu shot for the current flu season to provide documentation. Students can update their flu shots on campus during the flu shot clinic in the fall or can obtain one from their private clinic/physician.

COVID-19
COVID-19 vaccinations and boosters are strongly recommended for all students.

Please note that many of ATSU-ASDOH's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

Immunization Exemptions

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the Director of ICSP an Immunization Exemption Risk Acknowledgement and Additional Disclosures and Requirements form.

CPR Training

ATSU-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 and all CPR certifications must be in-person class training. No online CPR certifications are accepted.

All matriculated students will complete CPR certifications during their 1st week (Orientation Week) with their class and renewal of CPR course will be completed with their class during seminar week of D3 year.

Prior CPR certifications will not be accepted in lieu of CPR training with your class. 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.

Note: specific external rotation sites may not accept the student's CPR certification. Therefore, it will be the student's responsibility to obtain the correct CPR certification as required by the site.

HIPAA Training

ATSU-ASDOH requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. Training is offered online by ATSU and must be completed during your first two months at ASDOH. This training must be completed annually.

Student Dress Code

The purpose of this policy is to set forth guidelines for ASDOH predoctoral program student attire and appearance in program-related activities. The image presented through interactions with patients will be a major influence in the acceptance of treatment by the patient. A professional practitioner's appearance is often equated by the patient with the practitioner's level of skill. Therefore, students are expected to present themselves in a manner befitting the profession of dentistry and thus are expected to maintain high standards of personal hygiene and professional appearance at all times. Further, from a health and safety standpoint, appropriate attire should minimize the potential of harboring pathogens while participating in clinic-related activities.

General Attire and Appearance

Students are expected to maintain high standards of personal hygiene and professional appearance at all times while participating in University and program-related activities, regardless of location. Clean and well-kept scrubs in a designated style and color are the default attire for all classroom, lab, clinic, and community activities. See table below for examples of appropriate attire and appearance.

ATSU-ASDOH Clinics and Simulation Clinic: For clinic and clinic simulation activities, emphasis is on the safety of our students, staff, faculty, and patients, and to ensure that the appearance of student dentists is reflective of other faculty and staff. Students are required to follow clinic policy as published in the ASDOH Clinic Manual, including the use of

appropriate Personal Protective Equipment (PPE,) which is consistent with federal, state, and local regulatory requirements.

ATSU-ASDOH External Rotations (ICSP) and Community Events/Activities: Faculty/Staff supervisors at external ICSP sites and ATSU-ASDOH Community Events may require students to modify standard attire to be consistent with site/event policies.

ASDOH Name Badge: ASDOH Student Name Badge must be worn at all times while on campus and for all ATSU-ASDOH activities with patients and members of the community, regardless of location.

ATSU ID Badge: Students are required to wear their ATSU ID Badge at all times while on campus consistent with University policy.

ATSU-ASDOH Special Events on Campus: Faculty/Staff supervisors for special events on campus may modify student dress code. Examples include Research Day, Give Kids a Smile, designated Friday Fun Scrub days, holidays, etc.

Attire and Appearance for Evenings, Weekends and Holidays: Students on campus during regular class and clinic hours should wear appropriate scrubs whether or not attending class or clinic. Students who visit campus outside of regular program hours for study or student organization meetings should be aware that our campus is utilized by multiple educational programs and by outside community organizations. High standards of personal hygiene are expected, and attire may also include casual clothing that is clean, well-kept and non-offensive.

Enforcement

Noncompliance with the student dress code is considered unprofessional behavior and may prohibit the student from participating in ATSU-ASDOH classes or activities. Determination of inappropriate attire and/or appearance may be made contemporaneously by the supervising faculty member or responsible administrator for the program activity. A pattern of repeated violations of the dress code may result in academic and/or administrative actions as outlined in course syllabi or academic policy. Actions include but are not limited to failure of a module/course, loss of clinic privileges, or removal from an ICSP rotation.

Responsibility/Authority

Students: Each student is responsible for compliance with this policy.

Faculty/Staff: Faculty/Staff are responsible for monitoring compliance and reporting violations to course/module directors and/or administration. Faculty Course/Module Directors are responsible for enforcement and action as it relates to their assigned course/module.

Administration: ASDOH administration is responsible for approval of scrub style and color, as well as policy enforcement/actions and policy interpretation. In addition, administration shares responsibility for monitoring compliance and reporting to Faculty Course/Module Directors. Clinic Administration, with the advice and recommendation of the Infection Control Committee, is responsible to develop clinic dress policy for all faculty, staff and students that is consistent with federal, state and local regulation (e.g.: OSHA, CDC).

Please note that determination of appropriate attire and appearance may be made contemporaneously by the responsible supervising faculty member or administrator responsible for the program activity.

Examples: Acceptable Dental Student Attire & Appearance

Scrubs: Class assigned color; neatly pressed unaltered scrub top and bottom with approved logo; matching top and bottom; professionally properly fitting scrub tops and bottoms that aren't too tight or too loose

Footwear: Must be in good repair and clean; close toed solid material shoes; socks that cover exposed skin when seated

Jewelry: Should not interfere with laboratory or clinical activities; simple earrings - studs/small hoops; simple wedding bands and watches

Outerwear: Jackets, sweaters and sweatshirts with no logos or with ATSU/ASDOH logos

Scarves: Neat and clean; of such a length or style so as not to interfere with laboratory or clinical activities

Hair: Hair longer than chin length must be pulled back away from face (to keep out of patient's face); facial hair must be neatly trimmed so as not to interfere with the use of PPE

Nails: Neat and clean; of such a length or style so as not to interfere with laboratory or clinical activities, or cause patient discomfort

ID Badge: ATSU student identification (ID) badge must be worn and visible while on campus; ASDOH Student Name Badge

In General: Socially acceptable personal hygiene; tattoos - must be socially acceptable if visible; OSHA compliant (Clinic and Simulation Activities)

Examples: Not Acceptable Dental Student Attire & Appearance (Unprofessional & Inappropriate Attire & Appearance)

Scrubs: Unapproved scrub colors; mismatched tops and bottoms; scrubs with logos other than ATSU/ASDOH; materials sewn into or onto scrubs; revealing scrub bottoms

Footwear: Flip flops (rubber shower shoes); unkempt or dirty shoes and shoe laces; any type of sandals; exposed skin when seated, including ankles

Jewelry: Excessive jewelry; visible body, facial or oral piercing (earrings or single nose stud exempted)

Outerwear: Jackets, sweaters and sweatshirts with logos other than ATSU/ASDOH; hoodies - hoods should not be worn over head while in class or clinic

Hair: Bangs that obstruct vision; hair hanging past face into patient operating field;

Nails: Excessively long and/or dirty nails

ID Badge: No ID; ID not visible to patients, faculty, staff & students (under PPE is okay)

In General: Perfume, aftershave, or cologne should be avoided so as not to affect others in close proximity including patients; use of tobacco products should be avoided when treating patients; offensive body odor; tattoos - offensive/inappropriate; hats, hoods, or headwear of any kind, unless it serves a religious purpose

Curriculum

The ATSU-ASDOH Curriculum Committee is composed of a variety of faculty members representing the four required domains: Fundamentals of Patient Management, Clinical Dentistry, Community Dentistry, Practice Management and Professional Development. The Curriculum Committee is responsible for coordination, integration, and evaluation of all domains and courses 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 courses offered in sequence. Following is a summary of the courses required at ATSU-ASDOH. Note that the sequence and courses 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 ATSU-ASDOH DMD students. Exceptions are made for transfer students only, based on admission status and individualized education plans developed.

Courses

Curriculum: Descriptions and Credit Values

Each domain has a course that bears its name every semester across the four years, embracing a 'spiral curriculum' to revisit topics with greater depth and intentional repetition of concepts. Below you will find a brief description of the overarching domains along with a more detailed breakdown of the content addressed in each throughout the student's educational track.

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

First Year: Fall Semester

ASDO5000-Fundamentals of Patient Management 1A

29 credit hours

Basic Science Core: Medical and Oral Microbiology: This segment explores the nature of microbes, their structural features, and how they cause disease, especially in dentistry. Students will learn about diagnostic lab methods and the principles of antimicrobial treatment. A major emphasis will be on how oral infectious diseases like caries and periodontal disease develop, along with the immune responses against them. This knowledge will help students educate patients about how microbes affect oral health.

Basic Science Core: Embryology, Histology, and Pathology: This comprehensive section covers the development, microscopic structure, and pathology of the body, with a strong emphasis on the craniofacial region and oral structures. Students will learn the major events of craniofacial embryology and the histology of the oral cavity, including tooth development and the cells/tissues of teeth, the periodontal ligament, and the temporomandibular joint. The course also covers general pathology, including cellular changes, necrosis, calcifications, tumor taxonomy, and the pathology of common genetic and congenital diseases.

Basic Science Core: Pharmacology: This submodule introduces the dental student to basic principles of pharmacology and related applications to the prevention and treatment of oral and systemic diseases. The course 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.

Basic Science core: Biochemistry: This module introduces the language, structure, and function of cells, organelles, and the major classes of macromolecules. It presents the fundamental concepts and principles of biochemistry, emphasizing how homeostasis is maintained through the regulation of metabolic pathways and how an aberration of a biochemical process can result in disease. This provides the necessary foundation for understanding biological processes in organ-based modules.

Basic Science Core: Genetics: This segment explores the chromosomal basis of heredity and the structure and function of the human genome. Students will evaluate patterns of single gene inheritance, learn the tools of molecular genetics, and examine genetic variation in relation to mutation and

polymorphism. The module covers principles of clinical cytogenetics, discusses various chromosomal disorders, and explores the genetics of complex inherited disorders, along with the ethical and societal implications of genetic testing.
Body Systems - Musculoskeletal: Following this module, students should be able to apply their knowledge of human anatomy, as it relates to the nervous system, back/spine/abdominal wall, and upper extremity, and think critically about aspects of their clinical practice in dentistry including patient care and ergonomics.
Body Systems - Hematology: This module provides a detailed examination of hematology and the lymphatic system, focusing on the composition, function, and pathology of blood. Key topics include the synthesis and function of red blood cells and hemoglobin, interpreting hematologic tests, and understanding the anatomy and role of the lymphatic system. The module places a strong emphasis on hemostasis, covering the role of platelets and clotting factors, the function of anticoagulation agents, and the pathology of clotting abnormalities, while also addressing blood types and major hematologic diseases such as anemias, leukemias, and lymphomas.
Body Systems - Endocrinology: This module offers a focused exploration of the endocrine system, examining the function and regulation of key glands and their associated target tissues. It covers the hormones, disorders, and treatment approaches related to the pituitary, thyroid, and adrenal glands, as well as the regulation of calcium and vitamin D, and the pathogenesis and management of Type 1 and Type 2 diabetes. Finally, the module addresses the endocrine system's role in male reproduction and the regulation of growth.
Body Systems - Cardiovascular: This module offers a comprehensive study of the cardiovascular and respiratory systems, integrating gross anatomy, histology, and physiology with relevant pathology. Students will learn the detailed structure and function of the heart, including cardiac muscle contraction, electrophysiology, and the cardiac cycle, along with pathologies like heart wall and valve disorders, angina, and heart failure. The module also covers the anatomy and physiology of blood vessels, focusing on hemodynamics, regulation of arterial blood pressure, and diseases such as hypertension and arteriosclerosis. Finally, it explores the respiratory system, detailing lung mechanics, gas transport, regulation of breathing, and the pathophysiology of conditions like asthma and acid-base disturbances.
Body Systems - Respiratory: This module will cover the principles of the respiratory system with its functions (blood gases and exchange of materials with tissues, pathophysiology of respiration, and pulmonary disease, etc.).
Head & Neck Anatomy: Following this module, students should be able to apply their knowledge of human anatomy as it relates to bones, nerves, vasculature, muscles, spaces, and viscera of the head and neck region. Students will be able to think critically about aspects of head and neck anatomy that are relevant to their clinical practice in dentistry, its specialties, and consultation or collaboration for patient care with medical colleagues.
Practice Management: This course provides a comprehensive overview of dental specialties and subspecialties while equipping students with essential personal and professional management skills. Key topics include analyzing financial reports (balance sheets, income statements, and budgets), understanding the application of strategic planning in decision-making, and mastering career documentation by distinguishing between resumes and CVs, writing an impactful CV, and crafting effective cover letters. Additionally, students will gain knowledge about various retirement vehicles and associated vocabulary.
Professionalism: The primary goals of this module are to identify and acknowledge patterns of professional behavior and help students to correct patterns of unprofessional behavior. In developing patterns of professional behavior, students should be guided by the principles described in the ASDOH Academic Integrity Policy and the University Code of Behavioral Standards.

- Explore the concepts of professionalism and professional student behavior, including academic integrity in a professional healthcare program.
- Identify and correct patterns of professional and unprofessional behavior.
- Introduce the foundational knowledge of fundamental ethical principles and professional conduct to the profession of dentistry

Cultural Proficiency: Introduce the concept of cultural proficiency including its meaning, guiding principles, essential elements, the cultural proficiency continuum, and barriers to cultural proficiency development.

ASDO 5100 - Clinical Dentistry 1A

15 credit hours

Introduction to Clinic:

This module focuses on developing essential clinical practice skills for dental students.Students will learn and demonstrate proficiency in key areas, including proper infection control, aseptic operative procedures (setup and breakdown), applying OSHA and HIPAA protocols, and integrating ergonomic principles for safe and efficient clinical practice, especially within four-handed dentistry. Furthermore, the course covers patient
assessment (vitals and medical history documentation using SOAP notes), ergonomics, and assisting. 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. Students will complete the training in Radiology technique.

Infection Control: Covers the topic of 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.
Operative Dentistry I. (Dental Anatomy and Dental Materials): This module establishes the essential skills for clinical practice, emphasizing professionalism, ethics, and ergonomic principles necessary for long-term success. The curriculum comprehensively covers dental anatomy and biology, focusing on the composition of enamel, dentin, and pulp, and the basis of pulpal pain. A primary focus is on caries management, including the application of classification systems (G.V. Black, ICDAS), understanding the process of demineralization, and developing individualized preventive treatment plans using fluoride and sealants. Finally, students will learn diagnosis, treatment planning (SOAP format), armamentarium, and the principles of restorative procedures using amalgam and composite, with a strong practical component to develop psychomotor skills for Class I and Class II preparations and restorations.
Occlusion: This module provides a comprehensive foundation in the principles of dental occlusion and mandibular function. Students will learn to identify and define key occlusal terminology, including the characteristics of an ideal occlusal relationship, and to understand the intricate relationships among condylar guidance, anterior guidance, and tooth morphology. A core focus is the analysis of mandibular movements, including the ability to draw and label Posselt's envelope and to differentiate among various occlusal schemes (Canine Protected, Bilateral Balanced, and Mutually Protected). Furthermore, the course covers the detailed anatomy and functional roles of centric and non-centric cusps, the primary muscles of mastication, and the implications of occlusal prematurities and temporomandibular joint (TMJ) dysfunction, while also incorporating practical exercises in waxing occlusal surfaces.
Specialties - Radiology I: 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.

ASDO 5200 - Community Dentistry 1A

3 credit hours

Service Learning (Dentistry in the Community): Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

First Year: Spring Semester

ASDO5001-Fundamentals of Patient Management 1B

14 credit hours

Body Systems - Neuroscience: 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.
Body Systems – Gastrointestinal (GI): This module offers a detailed exploration of the gastrointestinal (GI) system, covering its basic functions, anatomy, physiology, and pathology from the oral cavity to the large intestine. Students will gain in-depth knowledge about the regulation of the GI system, the composition and function of saliva (including the causes and treatment of salivary gland hypofunction), and the processes of gustation and mastication. The course systematically reviews the anatomy, physiology, and common pathologies associated with the esophagus, stomach, pancreas, liver, gallbladder, small intestine, and large intestine.
Body Systems – Renal: This module provides a comprehensive study of the renal system, beginning with a deep dive into renal anatomy and the fundamental processes of glomerular filtration, tubular reabsorption, and secretion. It covers key physiological mechanisms, including the calculation of renal clearance and blood flow, the mechanism of countercurrent multiplication, the maintenance of electrolyte balance, and the micturition reflex. Finally, the course integrates clinical application by examining renal assessment tests, dialysis, and relevant topics in renal/urology pathology and pharmacology.
Head and Neck Anatomy II:
This module will allow the application of knowledge of human anatomy as it relates to bones, nerves, vasculature, muscles, spaces, and viscera of the head and neck region. Students will be able to think critically about aspects of head and neck anatomy that are relevant to their clinical practice in dentistry, its specialties, and consultation or collaboration for patient care with medical colleagues.
Professionalism: The purpose of this module is to impress upon students the importance of professional behavior in their lives and careers.
Cultural Proficiency: The Cultural Proficiency Module is designed to equip students with the necessary knowledge, skills, and practices to cultivate cultural proficiency in professional dental settings. Via the use of class discussions, activities, self-reflection exercises, and other active learning techniques, students are introduced to the concept of Cultural Proficiency including its meaning, guiding principles, essential elements, the Cultural Proficiency Continuum, and barriers to cultural proficiency development. Students also learn various methods, techniques, and models to better understand the dynamics of cross-cultural interaction and to bridge communication barriers with diverse populations.

ASDO 5101 - Clinical Dentistry 1B

29 credit hours

Introduction to Clinic: During the semester, students will have continued experiences working in the clinical setting to understand the clinic protocols and infection control procedures. Student experiences will include learning how to complete a periodontal exam and intra oral/extra oral exam with student partners and become familiar with the

associated instruments. Learning appropriate ways to communicate with patients and a basic introduction to emergencies that can occur in the dental chair will be a part of this module. Radiology and interpretation sessions will be done along with taking radiographs on patients. Other simulation activities that support patient care will be included. A pre-clinical competency must be passed during this module as part of obtaining clinical privileges.
Operative Dentistry II: (Dental Anatomy and Dental Materials): 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 their professional conduct, attitude, and appearance. The module will provide students the opportunity to apply clinical and professional skills in a simulated practice environment. It includes dental anatomy, which discusses 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 Materials is also part of this module and 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.
Specialties - Periodontics I: This course provides a comprehensive foundation in Periodontology, focusing on the anatomy, pathobiology, and classification of periodontal diseases. Students will learn to accurately diagnose clinical signs, evaluate risk factors, and analyze the critical interrelationship between periodontal and systemic health. The curriculum then details the established phases of periodontal therapy, including the standards of care and the evolving role of host modulation, to determine the ultimate goals of treatment.
Prosthodontics - Fixed Prosthodontics: 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. This module also includes the fixed prosthodontics lab, which 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.

ASDO 5201 - Community Dentistry 1B
3 credit hours
Service Learning (Dentistry in the Community): Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

Second Year: Fall Semester

ASDO6000-Fundamentals of Patient Management 2A
7 credit hours
Pharmacology: This course expands upon the basic principles of pharmacology taught in Basic Science Core Pharmacology. 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, with an emphasis on drug classes of significance to dentistry. Topics include antibiotics, analgesics, drugs used for neuropsychiatric conditions, and drugs used to manage/treat cardiovascular disease. Basic principles of toxicology are reviewed, with an application to chemotherapy and radiation therapy used to treat cancer. In addition, students learn basic principles of prescription writing with application to prescribing in dentistry.
Patient Management Cases- Treatment Planning I: This comprehensive course focuses on the systematic assessment, diagnosis, and treatment planning essential for patient care in a dental setting. Students will explore techniques for obtaining medical/dental histories, performing thorough head, neck, and oral examinations, and evaluating vital signs. A core component involves applying knowledge of normal and pathologic processes to develop differential diagnoses and generating ideal and alternative, optimally sequenced treatment plans. The module also emphasizes integrating clinical and basic science information, managing patients with systemic diseases and compromising conditions, determining prognosis, obtaining informed consent, and implementing strategies to prevent complications and medical emergencies in general practice.
Cultural Proficiency: This module aims to continue to expand on the concept of Cultural Proficiency and reviewing the guiding principles, essential elements, and the development continuum, while also addressing common barriers. A primary goal is to equip students with the methods, techniques, and models necessary to work effectively in diverse professional settings by enhancing their ability to identify different components of cross-cultural communication and

successfully bridge communication barriers with culturally varied populations.

Practice Management: The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

ASDO 6100 - Clinical Dentistry 2A

33 credit hours

Introduction to Clinic: During the orientation period, students will have initial experiences working in the clinical setting providing a variety of diagnostic, preventive, and anesthesia related procedures to 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. Other simulation activities that support patient care will be included. A pre-clinical competency must be passed during this module as part of obtaining clinical privileges.

Operative Dentistry III: This operative dentistry module trains students to integrate restorative procedures within a preventive continuum, emphasizing professional conduct and ethical patient management. Students will master the diagnosis, comprehensive treatment planning, and proper sequencing of operative cases, including the skillful preparation and aesthetic restoration of teeth using a variety of direct and indirect materials (amalgam, composite, glass ionomer, gold, porcelain, and veneers) to achieve optimal function and aesthetic outcomes.

Prosthodontics - Removable Partial Prosthodontics (RPD): 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.

Specialties- Periodontics II: This module provides a comprehensive study of periodontal disease, covering the anatomy of the periodontium in both healthy and diseased states, along with the pathobiology of periodontitis. Students will learn to analyze the clinical signs, classify the various periodontal diseases, and understand the risk factors and the interrelationship between systemic diseases and periodontal health. The curriculum focuses on clinical management, detailing the ultimate goal and phases of periodontal therapy, the application of standards of care, and the role of host modulation in treatment.

Specialties - Endodontics: 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.

Specialties - Radiology II: 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.

Fundamentals- Dental Anesthesia: 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.

Prosthodontics - Complete Removable Prosthodontics: 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. This module includes the Complete Removable Prosthodontics lab, where 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.

Specialties - Pediatric Dentistry: This module will introduce and examine the clinical, operative and behavior management issues relating to Pediatric dentistry.

Specialties - Oral Maxillofacial Surgery: 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.

Specialties- Laser: This comprehensive module provides a detailed understanding of dental laser technology, starting with the fundamentals of laser light, physics, and components of various gas, solid-state, and diode systems. The

curriculum covers essential topics such as laser parameters, emission modes, and basic tissue interactions (absorption, reflection, transmission), emphasizing the specific interactions of different wavelengths (CO_2, Nd:YAG, Erbium) with both soft tissue and bone. Students will gain hands-on simulated surgical skills for soft tissue procedures and hard tissue applications (cavity preparation), learn the use of lasers in periodontics and endodontics, explore applications in caries detection and diagnostics, and be thoroughly trained in laser instrument setup, maintenance, infection control, and critical laser safety protocols.

ASDO 6200 - Community Dentistry 2A

1 credit hour

Service Learning (Dentistry in the Community): Students participate in service learning opportunities in the community as part of the community dentistry curriculum. Students also learn fundamentals of synchronous and asynchronous Telehealth concepts including use of technologies and tools to support teledentistry use.

Second Year: Spring Semester

ASDO6001-Fundamentals of Patient Management 2B

20 credit hours

Patient Management Cases - Oral Medicine: 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 using a case-based approach to learning. 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, pharmacologic management, and treatment planning considerations for patients with common medical disorders. Emphasis is placed on studying and researching various information resources, including current clinical practice guidelines.

Patient Management Cases - Oral Pathology: 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.

Patient Management Cases - Special Care Dentistry: 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.

Patient Management Cases - Treatment Planning II: 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.

Patient Management Cases - Behavioral Science: This module introduces concepts of patient-centered care. Students learn basic communication skills, the impact of stigma on marginalized populations, and how to carry out a patient-centered interview. Students also learn their role as mandated reporters, how to report suspected abuse, and how to manage mental health emergencies.

Patient Management Cases - Evidence Based Dentistry: 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.

Practice Management: The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed

when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

ASDO 6101 - Clinical Dentistry 2B

23 credit hours

Introduction to Clinic: This comprehensive module introduces and reviews the foundational skills and concepts necessary for patient care. You'll master essential clinical procedures, including infection control, operating and maintaining the dental unit, four-handed dentistry, and administering local anesthesia. The curriculum emphasizes patient assessment (taking vitals, performing comprehensive oral exams, prescribing, and analyzing radiographs, non-surgical periodontal therapy (instrument selection and adaptation), and using dental software for accurate documentation (SOAP). Furthermore, the course integrates crucial topics of professionalism, addressing medical emergencies, communication challenges, legal issues (HIPAA), and managing diverse patient populations, while also establishing a foundational knowledge of dental materials, restorative indications, and occlusal concepts. Other simulation activities that support patient care will be included. A pre-clinical competency must be passed during this module as part of obtaining clinical privileges.

Specialties- Fixed Partial Dentures: This comprehensive module in fixed prosthodontics focuses on the design, preparation, fabrication, and delivery of crowns and fixed partial dentures (FPDs). Students will gain practical skills in preparing teeth and fabricating definitive restorations—including all-gold, metal-ceramic, and all-ceramic (including CAD/CAM/CEREC)—while considering the esthetic, biologic, and mechanical principles of each. The curriculum covers essential procedures such as occlusal adjustment, making, and evaluating elastomeric impressions, fabricating provisional restorations, and mastering color selection and cementation for optimal clinical outcomes.

Prosthodontics - Implantology: The implant module presents basic understanding of the biological aspects necessary for successful implant therapy.

Specialties - TMD: 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.

Specialties - Endodontics II: This 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.

Specialties - Radiology III: 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

Specialties - Periodontics III: 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.

Specialties - Orthodontics: This module will aid students in the recognition and diagnosis of basic orthodontic conditions as well as minor treatment modalities.

ASDO 6201 - Community Dentistry 2B

1 credit hour

Service Learning (Dentistry in the Community): Students participate in service learning opportunities in the community as part of the community dentistry curriculum. Students also learn fundamentals of synchronous and asynchronous Telehealth concepts including use of technologies and tools to support teledentistry use.

Third Year: Fall Semester

ASDO7000-Fundamentals of Patient Management 3A

7 credit hours

Patient Management Cases - Oral Medicine II: This module continues decision-making and problem-oriented treatment planning for adult and medically complex patients. Students will apply the risk assessment, critical thinking and treatment planning skills acquired in the previous module to case-based scenarios. Topics include pain management, hemophilia, women's health, men's health, and managing patients with multiple comorbidities. In addition, students learn basic principles of prescription writing, with application to prescribing in dentistry.

Patient Management Cases - Oral Pathology II: 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.
Patient Management Cases - Behavioral Science: This module focuses on the identification and management of dental anxiety in patients. Students learn methods of assessment and non-pharmacological interventions aimed to reduce dental anxiety in patients.
Patient Management Cases - Treatment Planning/Advanced Clinical Seminar: This module provides learning opportunities that support foundation knowledge, reinforce professional and ethical practice behaviors, and guide the development of clinical judgement and treatment skills. It is designed for the integration of foundation knowledge, improve clinical thinking skills, and encourage decisions based on evidence-based principles in relation to patient care. In addition, the module provides advanced and review sessions of basic sciences knowledge and dental specialties such as Prosthodontics, Endodontics, Oral Surgery, Pediatric Dentistry, and Periodontics are structured educational programs aimed at enhancing the expertise and clinical proficiency of dental professionals. These advanced sessions emphasize the latest techniques, technologies, and evidence-based practices in the field, fostering a deeper understanding of complex dental procedures and patient care.
Practice Management: The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

ASDO 7100 - Clinical Dentistry 3A

25 credit hours

Clinic: This module will introduce students to earning essential clinical experiences while working with live patients.
Specialties- TMD: This module provides the knowledge and skills necessary to diagnose, understand, and manage Temporomandibular Joint Disorders (TMD). Key topics include identifying the various classifications of TMD, exploring its etiology (causes) and epidemiology(prevalence), and mastering muscle anatomy and palpative principles for effective examination. The curriculum goes into the differences between myofascial pain and myalgia, as well as the mechanism of referred pain. Participants will also learn the design and purpose of a stabilization splint and discuss various TMD treatment options. Finally, the course emphasizes the crucial relationship of TMD to Restorative Dentistry and Orthodontics, enabling a holistic approach to patient care.

ASDO 7200 - Community Dentistry 3A

2 credit hours

Service Learning (Dentistry in the Community): Students participate in service learning opportunities in the community as part of the community dentistry curriculum.
Community Clinical Dentistry: This is an orientation and site selection course to prepare for the community clinical dentistry experience in the fourth year.

Third Year: Spring Semester

ASDO7001-Fundamentals of Patient Management 3B

7 credit hours

Patient Management Cases - Behavioral Science: 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.Topics include screening, risk assessment and treatment planning for patients with opioid use disorder (OUD), alcohol use disorder (AUD), methamphetamine use disorder, and nicotine use disorder (NUD), and managing patients with SUD in dentistry. An interprofessional approach to patient management, including collaborative practice models via primary care integration, will be used to illustrate the safe management of patients with SUD, including proper pain management and referral. Standardized patient experiences are used to support student learning.
Patient Management Cases - Treatment Planning/Advanced Clinical Seminar: This module provides learning opportunities that support foundation knowledge, reinforce professional and ethical practice behaviors, and guide the development of clinical judgement and treatment skills. It is designed for the integration of foundation knowledge, improve clinical thinking skills, and encourage decisions based on evidence-based principles in relation to patient care. In addition, the module provides advanced and review sessions of basic sciences knowledge and dental specialties such as Prosthodontics, Endodontics, Oral Surgery, Pediatric Dentistry, and Periodontics are structured educational programs aimed at enhancing the expertise and clinical proficiency of dental professionals. These advanced sessions emphasize the latest techniques, technologies, and evidence-based practices in the field, fostering a deeper understanding of complex dental procedures and patient care.

Practice Management: The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

ASDO 7101 - Clinical Dentistry 3B

16 credit hours

Clinic: This module will introduce students to earning essential clinical experiences while working with live patients.

ASDO 7201 - Community Dentistry 3B

7 credit hours

Service Learning (Dentistry in the Community): Students participate in service learning opportunities in the community as part of the community dentistry curriculum.

Community Clinical Dentistry: This is an orientation and site selection course to prepare for the community clinical dentistry experience in the fourth year.

Fourth Year: Fall Semester

ASDO8000-Fundamentals of Patient Management 4A

2 credit hours

Advanced Clinic Seminar: This module consists of seminars offered 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.

Practice Management: The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

ASDO 8100 - Clinical Dentistry 4A

16 credit hours

Clinic: This module will introduce students to earning essential clinical experiences while working with live patients.

ASDO 8200 - Community Dentistry 4A

11 credit hours

Community Clinical Dentistry: Students will apply their clinical knowledge and skills in external community health centers and partnership sites to practice dentistry under the supervision of adjunct faculty.

Fourth Year: Spring Semester

ASDO8001-Fundamentals of Patient Management 4B

1 credit hour

Advanced Clinic Seminar: This module consists of seminars offered 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.

Practice Management: The purpose of this module is to convey knowledge in dental management and economics. The program is designed to provide basic skills in business decision-making and practice management. The curriculum deliberately promotes early consideration of certain unexplored and unfamiliar personal and dental practice issues to allow sufficient time to build awareness, knowledge, and mindset for required competencies. In the Dental

Practice Ready (DPR) program utilized for much of the content delivery and assessment, Level 1 describes career opportunities, introduces strategic planning as a way to address personal and professional challenges, and creates familiarity with financial statements and procedures. Levels 2 and 3 use the strategic planning and finance principles learned at Level 1 to develop problem-solving skills needed when practicing dentistry in the real world as owners, associates, employees, public administrators, or military personnel. Level 4 concludes the dental practice program. It offers advice on how to select a practice location, addresses many frequently asked questions on the transition to practice, introduces sources of information on financial and economic trends that affect the dental profession, and guides the application of knowledge and skills acquired in previous years to produce a professional business plan that could be used in attaining financial support for starting a dental practice.

ASDO 8101 - Clinical Dentistry 4B

13 credit hours

Clinic: This module will introduce students to earning essential clinical experiences while working with live patients.

ASDO 8201 - Community Dentistry 4B

10 credit hours

Community Clinical Dentistry: Students will apply their clinical knowledge and skills in external community health centers and partnership sites to practice dentistry under the supervision of adjunct faculty.

Other Courses

ASHS 6500 - Gross Anatomy Dissection (Elective**)

2 credit hours

Health professions students will receive online and in-person lab instruction and anatomy reviews by faculty and work together in small groups as dissection of human donors is performed. In addition to gaining a deeper understanding and appreciation of human anatomy, students will develop technical skill and exploration of dissection. Requirements: The anatomy faculty must approve students before enrolling in this elective course. Grading: Pass/Fail.

Certificate in Dental Public Health

All ATSU-ASDOH students receive a Certificate in Dental Public Health from the College of Graduate Health Studies (ATSU-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 ATSU-ASDOH tuition.

PUBH 5050 - Introduction to Dental Public Health

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.

HLTH 6500 - Behavioral Sciences and Health Education Concepts

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.

EPID 6100 - Epidemiology

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

PUBH 6550 - Dental Healthcare Policy and Management

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.

PUBH 5500 - Financing Dental Care

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.

DMD and MPH Dual Degree Program

ATSU and ATSU-ASDOH are proud of the highly successful dual degree program available to dental school students. ATSU-ASDOH and ATSU-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 can begin as

early as the second year of dental school. All courses outside of the five required certificate courses for the DMD (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
- Students must complete an MPH practicum

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

Student Research Clerkships are designed to ensure that qualified students are selected to participate in research clerkships and that these students are minimally impacted by their absence from class or clinic when participating in such clerkships.

Guidelines

- Students eligible to participate in research clerkships include 01 students in their second semester as well as 02, 03 and 04 students.
- By January 1st of each year, students express an interest in a research clerkship to the Assistant Dean for Research (ADR).
- The ADR presents a list of interested students (with their qualifications noted below) to Office of the Associate Dean for Academic Assessment (ADAA) by February 1st to be reviewed by the Academic Progress Committee (APC).
- The APC approves qualified students.
- The ADAA advises the ADR of approved students by February 15th.
- The ADR notifies students by February 28th.
- Students work with the ADR to coordinate research projects, make travel arrangements, and manage funding issues.
- The ADR notifies the Associate Dean for Preclinical Education and Simulation Clinic Operations and/or the Associate Dean for Clinical Affairs to coordinate dates when qualified students may be excused from class and/or clinic to work on their research projects.
- The amount of requested time must be initially approved by the ADR to ensure minimal disruption of clinic and class time.
- For clinical time, the Associate Dean for Comprehensive Care must have a minimum of six (6) weeks notice prior to granting an approved absence request.

Student Qualifications for Research Clerkships

- Cumulative GPA of 3.0 or higher.
- Good academic standing.
- Has demonstrated a pattern of professional behavior.
- Approval by the APC.

Responsibilities

Assistant Dean for Research (ADR)

- Identifies interested students.
- Works with the APC to ensure qualified students are selected.
- Notifies qualified and unqualified students.
- Oversees project coordination, affiliation agreements, travel arrangements and funding.

Office of Business Operations

- Ensures spending is within budget.

Office of the Associate Dean for Student Success

- Gathers student academic qualifications.
- Facilitates selection of qualified students through the APC.

Orthodontics, MS

Master of Science in Orthodontics

The Postgraduate Orthodontic Program at the ATSU-ASDOH is accredited by the Commission on Dental Accreditation of the American Dental Association. The 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 of Orthodontics & Dentofacial Orthopedics and Master's of Science in Orthodontics to those completing the program. 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.

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.

The program begins with two weeks of orientation and clinical training. Patient care begins within the third week of the program and culminates with comprehensive case treatments 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, preparation for patient care and didactic courses, as well as research, are expected to require additional time.

Residents will:

- Attend the Graduate Orthodontic Residents Program (GORP) (R1s),
- 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 temporary anchorage devices (TADs), fixed braces, clear aligners (including Invisalign®), soft-tissue lasers, digital orthodontic models and three-dimensional imaging.

Residents will take the American Board of Orthodontics (ABO) written examination prior to graduation and are strongly encouraged to complete the clinical examination and become board certified shortly after graduation. Residents can expect to start approximately 70 new cases during the first year of residency, plus an additional 20-30 transfers during their 30-month residency.

Length of Program

The Master of Science in Orthodontics program is 30 months in length and consists of 112.5 credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2028, year 1
Tuition: $104,796
Student Technology Fee: $1,484

Class of 2027, year 2
Tuition: $104,796
Student Technology Fee: $1,484

Class of 2026, year 3
Tuition: $52,398
Student Technology Fee: $742

Admissions

Application Process

The application process begins in mid-May of the year prior to anticipated 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 Postgraduate Orthodontic 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 660.626.2237 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 ATSU-ASDOH Postgraduate Orthodontic Program will send a secondary application to applicants via email after receipt of the PASS application. Deadline for submission of the secondary application is September 1.

Admission Requirements

Applicants for admission to the Postgraduate Orthodontic 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 US or Canadian dental school
2. DMD or DDS and state board licensure eligibility
3. Integrated National Board Dental Examination (INBDE) score or National Board Dental Exam (NBDE) score Part I to apply.
    1. Passing scores for INDBE or NBDE Part II will be required prior to matriculation.
4. Official GRE or ADAT scores - (GRE Code #0581). Scores older than three years prior to admissions year will not be accepted. Send the GRE scores directly to: ATSU Admissions, 800 W. Jefferson, Kirksville, MO 63501
5. Official college and dental school transcripts (only if accepted).
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.
    1. 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.
    1. These parties can submit both a PEF and a PPI.
    2. 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
10. ATSU-ASDOH Graduate Orthodontics Program secondary application (will be sent to you after PASS application is received)
11. Application fee of $70.00 (paid when submitting secondary application)
12. Matriculants will meet the minimum technology specifications found at: https://its.atsu.edu/knowledgebase/asdoh-post-graduate-orthodontic-program/

If an applicant is invited for an interview, the applicant will need to provide a summary of research.

The School maintains all current clinic compliance policies required to maintain a healthy and safe environment for our patients. A copy of these policies is available upon request.

Transfer Student Admission

ATSU-ASDOH will consider transfer students on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 660.626.2237 for more information.

Transfer Credit

ATSU-ASDOH will consider transfer credit on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 660.626.2237 for more information.

Advanced Standing Admission

ATSU-ASDOH will consider advanced standing on a case-by-case basis. Please contact Admissions at admissions@atsu.edu or by phone at 660.626.2237 for more information.

International Student Admission

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

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.

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 "P." If the resident does not successfully complete remediation in accordance with the ATSU-ASDOH 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 Finance Office and is based upon a per credit.

Grading Criteria for Pass/Fail Courses

ATSU-ASDOH adheres to the University's Incomplete Grade Policy. When students successfully complete the remediation process, the score of "I" will be changed to a "P." Currently, most of the courses are adopting the Pass/Fail grading criteria.

Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the MS in Orthodontics with Certificate in Orthodontics & Dentofacial Orthopaedics program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, **Academic Appeals Policy**.

Graduation Requirements

Students in the Postgraduate Orthodontics Program at ATSU-ASDOH must meet the following requirements for graduation. Each student must:

- Successfully complete all prescribed didactic clinical courses and modules ("P" or above)
- Take the American Board of Orthodontics (ABO) written examination (Part I)
- Present six ABO board cases
- Submit a manuscript based on original research to a peer reviewed dental journal

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Orthodontists 29-1023.00; Health Specialties Teacher, Postsecondary 25-1071.00.

Curriculum

In addition to the core courses, students must choose three electives to be taken at any time during their enrollment. The list of electives are suggested courses. Alternatively, students may choose any of the PH or MHA offerings.

Courses

Descriptions & Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

First Year: Fall Semester

ORTH 5000 - Research Methodology

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 ATSU. The outcome of this four-course sequence will be a publication-quality paper. In addition, students can use this paper as a basis for requesting funding to conduct further research on their topic. The Research Methodology course will inaugurate this process by providing students with a firm foundation 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 for their research project, including a research question or hypothesis, a literature review, and a data acquisition and analysis plan.

ORTH 5008 - Biomechanics I

1 credit hour

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 elastic ties and chains.

ORTH 5012 - Graduate Head & Neck Anatomy

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.

ORTH 5013 - Cell, Oral & Developmental Biology

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 embryogenesis; oral, craniofacial and skull development.

ORTH 5100 - Introduction to Cephalometrics

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.

ORTH 5101 - Orthodontic Clinic I

10 credit hours
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.

ORTH 5106 - Orthodontic Literature Review I
0.5 credit hours
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.

ORTH 5110 - Orthodontic Seminar I
5 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.

ORTH 5114 - Orthognathic Surgery I
1 credit hour
This seminar is designed to provide the resident with knowledge of the basic principles of orthognathic surgery and to take proper surgical records. Understand and diagnose dentofacial deformities and TMD in relation to orthognathic surgery. Understand the use of the surgical cephalometric treatment plan and virtual surgical plan (VSP).

3 Elective Courses
Elective Course #1

Elective Course #2

Elective Course #3

First Year: Spring Semester

EPID 6100 - Epidemiology
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, contract tracing, and application of findings for outbreak management and the development of public health policy.

ORTH 5001 - Data Analysis
1 credit hour
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.

ORTH 5005 - Craniofacial Growth & Development I
1 credit hour
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.

ORTH 5007 - Graduate Oral & Maxillofacial Pathology
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.

ORTH 5009 - Biomechanics II
2 credit hours
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 elastic ties and chains.

ORTH 5011 - Essentials of Teaching

1 credit hour

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.

ORTH 5014 - Graduate Occlusion

1 credit hour

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.

ORTH 5015 - Graduate Oral Radiology

0.5 credit hours

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.

ORTH 5102 - Orthodontic Clinic II

10 credit hours

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.

ORTH 5107 - Orthodontic Literature Review II

0.5 credit hours

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.

ORTH 5111 - Orthodontic Seminar II

5 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.

ORTH 5115 - Orthognathic Surgery II

1 credit hour

This seminar is designed to provide the resident with the knowledge of the different types of orthognathic surgery. Understand presurgical and postsurgical orthodontics. Learn how to recognize postsurgical complications.

PUBH 5400 - Dental Public Health Ethics

3 credit hours

This course explores a variety of ethical dimensions and issues found in dental public health. The overall goal is to help familiarize students with specific examples and topics, as well as the variety of ethically relevant information that might be considered and some of the theoretical frameworks and concepts that can be utilized to help analyze and address these issues. We will also explore some of what makes public health ethics different from professional ethics, clinical ethics, medical ethics, and/or research ethics.

3 Elective Courses

Elective Course #1

Elective Course #2

Elective Course #3

Second Year: Fall Semester

ORTH 5002 - Research Writing I

0.5 credit hours

In this course, the resident will examine in practical terms the elements required for the successful publication of a medical/dental journal article or clinical case review. 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.

ORTH 5010 - Biomechanics III

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.

ORTH 5103 - Orthodontic Clinic III

10 credit hours

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.

ORTH 5108 - Orthodontic Literature Review III

0.5 credit hours

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.

ORTH 5112 - Orthodontic Seminar III

5 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.

ORTH 5116 - Orthognathic Surgery III

1 credit hour

This seminar is designed to provide the resident with the knowledge and experience to diagnose, develop a problem list, treatment objectives, and design an orthognathic surgical treatment plan. Review relevant surgical articles. Observe live orthognathic surgery.

3 Elective Courses

Elective Course #1

Elective Course #2

Elective Course #3

Second Year: Spring Semester

ORTH 5003 - Research Writing II

0.5 credit hours

In this course, the resident will examine in practical terms the elements required for the successful publication of a medical/dental journal article or clinical case review. 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 for applying for funding for a future project. This project will improve the community's health, consistent with ATSU's mission. 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.

ORTH 5006 - Craniofacial Growth & Development II

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.

ORTH 5104 - Orthodontic Clinic IV

10 credit hours

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.

ORTH 5109 - Orthodontic Literature Review IV

0.5 credit hours

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.

ORTH 5113 - Orthodontic Seminar IV

5 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.

ORTH 5117 - Orthognathic Surgery IV

1 credit hour

This seminar is designed to provide the resident with the knowledge and experience to diagnose, develop a problem list, treatment objectives and design an orthognathic surgical treatment plan.

Third Year: Fall Semester

ORTH 5004 - Research

6 credit hours

This course is designed to monitor the progress made by all residents on their research projects.

ORTH 5105 - Orthodontic Clinic V

10 credit hours

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.

3 Elective Courses

Elective Course #1

Elective Course #2

Elective Course #3

Other Courses

Electives

Students must take a total of 3 electives at any time during their enrollment. The list of electives are suggested courses. Alternatively, students may choose from any of the Public Health (PH) or Master's of Health Administration (MHA) offerings.

SHMG 6000 - Global Health Issues

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.

PUBH 5600 - Informatics & Social Media in Public Health

3 credit hours

Informatics, social media, social informatics, and technology advance the ways in which we gather, organize, analyze and apply data to public health challenges. In this course, students will examine multiple forms of these modalities, discuss data standards, privacy concerns, database management, data sharing, and policy surrounding data. Students will also become familiar with some of the common databases used by public health practitioners, and ways that social media and social informatics can be used to address social determinants of health.

PUBH 5700 - Grant Writing for Public Health Professionals

3 credit hours

This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

PUBH 5800 - Community Health Informatics

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.

PUBH 5850 - Community Health and Social Media

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.

PUBH 6100 - Identifying Community Health Needs

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.

MHAD 6050 - Managing Human Resources

3 credit hours

Students examine workforce planning, recruitment, hiring, supervision, motivation, training, and performance evaluation

for staff in healthcare organizations. Learners develop strategies to lead and manage both individual employees and interprofessional teams. Students also apply approaches for addressing difficult or under-performing employees. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6070 - Managing Teams

3 credit hours

This course takes a macro perspective in managing teams of employees. A case study approach is used to explore topics such as team development, motivation, coaching, and incentives. Students will have the opportunity to build team management plans for their own use in current or future healthcare roles.

MHAD 6250 - Health Services in the US

3 credit hours

Students examine the structure, organization, and operation of the U.S. healthcare system, including major delivery models, financing and payment mechanisms, and workforce considerations. Learners analyze key issues such as competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethical considerations. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare organization.

MHAD 6410 - Telehealth

3 credit hours

Students examine telehealth platforms and models of care, including evidence-based telehealth technologies, quality improvement measures, reimbursement approaches, and relevant policy and regulatory factors. Learners analyze how telehealth influences equity, access, and health disparities and explore interprofessional telehealth practice for specific populations and care settings.

MHAD 6610 - The Health Care Quality Professional

3 credit hours

Students explore the role of the healthcare quality professional and apply key strategies, tools, and frameworks that support quality-driven leadership. Learners assess organizational culture, evaluate approaches to patient safety and performance improvement, and analyze how quality initiatives align with strategic goals. Students also examine methods for measuring, reporting, and sustaining quality outcomes across healthcare settings.

ASHS

ATSU | Arizona School of Health Sciences

Arizona School of Health Sciences

Students!

Welcome to the Arizona School of Health Sciences and A.T. Still University as you begin the 2026-2027 academic year. As a new student you are joining a proud University with a long history of educating healthcare professionals ready to deliver quality, compassionate, whole person healthcare. The Arizona School of Health Sciences, one of 7 schools of A.T. Still University, has recently celebrated its 28th year. We continue to educate and graduate outstanding students through our rigorous and innovative programs within the Physical Therapy, Athletic Training, Physician Assistant, Occupational Therapy, Speech-Language Pathology, and Audiology professions.

The Arizona School of Health Sciences currently houses 13 programs spanning the spectrum of graduate education in the health professions from entry level masters and doctorate degrees to post professional degrees, to residency programs. We are dedicated to your success and strive to create a learning centered environment that supports you on your educational journey.

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

Sincerely,
Ann Lee Burch, PT, MPH, EdD
Dean, A.T. Still University's Arizona School of Health Sciences

Contact ASHS

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Program Accreditation

The Doctor of Audiology (AuD) education program in audiology (residential) at the A.T. Still University – Arizona School of Health Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, Phone 800.498.2071 or 301.296.5700.

The accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association pertains to the Entry Level Doctor of Audiology Program at A.T. Still University.

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), phone 301-652.2682. ACOTE Website: www.acoteonline.org, ACOTE email: accred@aota.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), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; telephone: 800-999-2782;
email: accreditation@apta.org; website: www.capteonline.org.

The Master of Science (MS) education program in speech-language pathology (residential) at A.T. Still University-Arizona School of Health Sciences is a Candidate for Accreditation 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, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Arizona School of Health Sciences Physician Assistant Program sponsored by A.T. Still University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be April 2034. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at https://www.arc-pa.org/accreditation-history-a-t-still-az-school-of-health-sciences/.

State Licensing

Please see the State Licensing section under **ATSU Information** for information related to degree-granting authority by The Arizona State Board for Private Postsecondary Education and A.T. Still University's participation in nc-SARA.

ATSU-ASHS School Policies

The following policies or guidelines apply to all programs at ATSU-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 (ATSU-ASHS) offers many programs in the areas of athletic training, audiology, occupational therapy, physician assistants, physical therapy, and speech-language pathology. 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 ATSU-ASHS is to a specific program and is not transferable to other programs. Application materials are not transferable from one application year to another.

Applicants of A.T. Still University Arizona School of Health Sciences online programs may defer their enrollment one time without the need to complete a new application and admissions agreement, as long as the deferral does not extend into a new academic year. If the deferral extends into a new academic year, completing a new application and admissions agreement will be required. To get the most accurate and specific details for your situation, consult ATSU's Online Admissions Office.

English Proficiency

All students are required to demonstrate proficiency in English when applying to A.T. Still University's Arizona School of Health Sciences.

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 college or university accredited by a U.S. Department of Education institutional accreditor (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 ATSU-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 online ATSU-ASHS programs may accept international students.

Select ATSU-ASHS residential programs are approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa. To determine if a program is F-1 visa approved, please see the program's admission requirements section of this catalog.

Prior to application, all applicants should review the program information in this catalog for program-specific requirements

and contact Admissions for current information on the application process.

The Doctor of Audiology, Doctor of Physical Therapy, Doctor of Occupational Therapy, Master of Science in Physician Assistant Studies, Master of Science in Occupational Therapy, and the Master of Science in Speech-Language Pathology are residential entry level programs and are approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

The Doctor of Medical Science, Post-Professional Doctor of Audiology, Post-Professional Doctor of Physical Therapy, Doctor of Athletic Training, and the Master of Science in Athletic Training are online programs and open to international applicants. Please review admissions requirements for each program prior to applying. For the Doctor of Athletic Training program, ATSU is not authorized to issue I-20 paperwork for the required on-site one-week Winter Institute component of this program.

Foreign Evaluation Services

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

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

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

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

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

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

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

Foreign Credentialing Commission on Physical Therapy
124 West Street South, 3rd Floor Alexandria, VA 22314 | 703.684.8406

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 ATSU-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 Standing

Petitions for advanced credit must be submitted using the **ATSU Advanced Standing Policy.**

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. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. 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, Physician Assistant Studies, and Speech-Language Pathology must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

A candidate for a Doctoral or Master of Science degree at ATSU-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 **Physical Therapy, DPT** sections for program-specific minimal technical standards.

Records and communications regarding disabilities and academic adjustments with the Director of Learning Resources & Accommodation Services have no bearing on the application process. You may contact the director at Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or by phone at 660.626.2774.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice Chancellor 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 Resources & Accommodation Services. Please see the University Student Handbook for information on how to apply for academic adjustments, or email accommodations@atsu.edu.

Immunizations, Immunity, Screening, and Certification for ATSU-ASHS Residential Programs

ATSU-ASHS requires all students to provide proof of their immunizations, immunity, screening and certifications in order to matriculate and also prior to the deadline set by the program. This is necessary for the protection of the student, faculty and staff, 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 removal for clinical rotations, removal from didactic courses, suspension and/or dismissal. All testing and certifications are at the cost of the student. Additional immunizations, titers, or screenings may be required per individual clinical site specifications. Documents related to immunizations, immunity, screening and certification will be maintained and monitored by ATSU-ASHS Clinical Affairs Office.

Immunizations must be verified by providing copies of immunization records from a US licensed Physician (DO or MD), Physician Assistant (PA) and/or Nurse Practitioner (NP). No other health providers will be accepted. This includes but not limited to naturopathic providers, dentists, chiropractors, and school nurses. All copies must contain:

- Student name
- Student date of birth
- Name of clinic/office immunization was received including address and phone number
- Name of provider at the clinic/office immunization was received
- Date of immunization received
- Report of results for immunity or screening

Any non-US immunization records are not acceptable. All non-US immunization records must be translated, documented and approved by a US licensed Physician (DO or MD), Physician Assistant (PA) and/or Nurse Practitioner (NP).

ATSU-ASHS Student Risk Management requirements are updated annually and therefore subject to change.

CPR - Certification for BLS/Basic Life Support Cardiopulmonary Resuscitation Certification

- Certification accepted from American Heart Association (AHA) ONLY
- Certification must be the BLS Provider or Healthcare Provider level certification. Individual programs may have additional requirements.
- Must be Adult & Child AED level certification
- First Aid Certification does NOT meet this requirement

Hepatitis B

- Documentation of two (2) dose series of Heplisav-B or three (3) dose series of Engerix-B, Recombivax or Twinrix Hepatitis B vaccine. Series must be started prior to matriculation and completed per prescribed timeline.
    - OR documentation of a POSITIVE immunity to Hepatitis B

MMR - Measles Mumps and Rubella

- Documentation of two (2) dose series of MMR vaccine. Series must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of a POSITIVE immunity to each of Measles, Mumps, and Rubella

Physical Exam

- Documentation of a physical exam within twelve (12) months of matriculation

Tuberculosis (TB) Testing

- Documentation of a negative two (2) step PPD skin test or one (1) negative QuantiFERON TB Gold or T-Spot blood test within twelve (12) months of matriculation
- OR documentation of a normal/clear chest x-ray (CXR) AND documentation of the previous positive testing results. CXR must be within five (5) years of matriculation. The chest x-ray is accepted only with evidence of a prior positive skin or blood test result.
- BCG vaccine does NOT fulfill this requirement. A QuantiFERON blood test should be obtained annually for students with a prior BCG.
- This is an annual testing requirement.

Tdap - Tetanus Diphtheria and Pertussis (Whooping Cough)

- Documentation of one (1) adult dose of Tdap vaccine within ten (10) years of matriculation
- DPT (infant dose) or Td vaccinations do NOT meet this requirement

Varicella – Chicken Pox

- Documentation of two (2) dose series of varicella vaccine. Series must be started prior to matriculation and completed per prescribed timeline
- OR documentation of a POSITIVE immunity to Varicella
- History of this disease does NOT meet this requirement

COVID-19 Vaccine & Booster

- COVID-19 vaccinations and boosters are strongly recommended for all students.
- Please note that many of ATSU-ASHS's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

Influenza – Post-matriculation requirement

- Documentation of seasonal Influenza vaccination - DUE ANNUALLY BY OCTOBER 1st
- This is an annual requirement for the duration of enrollment

Immunization Exemptions

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they

must acknowledge the above risks by signing and submitting to ATSU-ASHS Clinical Affairs Office an Immunization Exemption Risk Acknowledgment and Additional Disclosures and Requirements form.

Injuries and Accidents

Off-campus

Any student who sustains an injury or bloodborne pathogen exposure while on their clinical experience must notify their site preceptor as soon as possible. Student Incident Process OFF CAMPUS guidelines for treatment and reporting are provided on the Google Drive under ASHS-Shared Documents. See ASHS Procedure 01-20 Needlestick & Bloodborne Pathogen for additional information.

On-campus

Any student who sustains an injury or bloodborne pathogen exposure while on ATSU campus must notify their instructor and ATSU security as soon as possible. Student Incident Process ON CAMPUS guidelines for treatment and reporting are provided on the Google Drive under ASHS-Shared Documents. See ASHS Procedure 02-20 Needlestick & Bloodborne Pathogen for additional information.

Minimum Technology Specifications

Residential Programs

Please review the minimum technology specifications for students accepted to ATSU-ASHS programs.

Online Programs

Please review the minimum technology specifications for students accepted to ATSU-ASHS programs.

Auditing a Course

The following information pertains to currently enrolled ATSU-ASHS students.

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.

Students may be allowed to sit in class and may participate only on a space available basis.

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.

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

ATSU-ASHS programs adhere to the **University grading scale**.

Incomplete Grades

ATSU-ASHS programs adhere to the **University Incomplete Grade Policy.**

Appealing a Grade

Students who wish to file an academic appeal concerning a course grade should visit the **Academic Appeals policy** located within the ATSU Policies section of the Catalog.

Academic Warning, Probation, and Dismissal

Academic Warning

Students demonstrating unacceptable performance in any unit of study during any phase of their program may be notified of such performance by the instructor of the course, program director or department chair as soon as it becomes evident. The student may be notified verbally or in writing that continued poor academic performance could lead to academic probation and dismissal. The instructor will also discuss the resources available to students for academic assistance.

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 ATSU-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 Enrollment Services.

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 seven calendar 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 highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the **Academic Appeals Policy: Promotion and/or Dismissal Decisions**.

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

ATSU-ASHS requires that all residential students complete Health Information Portability & Accountability Act (HIPAA) training. ATSU-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 ATSU-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.

Departments and Programs

- Department of Athletic Training
  - Athletic Training (Online), DAT
  - Athletic Training (Online), MS
  - Athletic Training Education (Online), Graduate Certificate
  - Clinical Decision Making (Online), Graduate Certificate
  - Orthopaedics (Online), Graduate Certificate
  - Rehabilitation (Online), Graduate Certificate
  - Sport Neurology and Concussion (Online), Graduate Certificate
- Department of Audiology
  - Audiology, AuD
  - Audiology [Post-Professional] (Online), AuD
- Department of Interdisciplinary Health Sciences
- Department of Occupational Therapy
  - Occupational Therapy, OTD
  - Occupational Therapy, MS
- Department of Physician Assistant Studies
  - Physician Assistant Studies, MS
  - Biomedical Sciences (Online), MS
  - Medical Sciences (Online), DMSc
  - Education (Online), PA Post-Professional Graduate Certificate
  - Leadership (Online), PA Post-Professional Graduate Certificate
- Department of Physical Therapy
  - Physical Therapy [Postprofessional] (Online), DPT
  - Physical Therapy, DPT
  - Neurologic Physical Therapy Residency
  - Orthopedic Physical Therapy Residency
- Department of Speech-Language Pathology
  - Speech-Language Pathology, MS

Athletic Training, DAT

Doctor of Athletic Training

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 30-36 months program comprised of 60 credits. Students can actually graduate from the program as much as 16 months earlier pending approval of transfer of credits.

Tuition & Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

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

The DAT program will admit athletic training professionals with diverse professional and personal experiences who have demonstrated capacity to pursue a rigorous course of graduate study. Prospective students will be selected by considering the overall qualities of the applicant through application content, academic record, and prior experience.

Proposed admission requirements include:

1. Candidates accepted for admission to the DAT program will have earned a masters or higher degree prior to enrollment from a college or university accredited by a U.S. Department of Education institutional accreditor. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.
2. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification, or eligibility to sit for the BOC exam, as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers.
3. Students must demonstrate proof of state licensure (if required in your current state or country of residence). A copy of a current state license is required.
4. Candidates must have achieved a minimum overall graduate cumulative GPA of 2.75 (on a 4.0 scale).
5. One official recommendation form must be completed by an academic advisor, professor, employer, or other individual who can attest to the applicant's potential for success in the master's program. Letters form an educational consulting service will not qualify. Recommendations must be submitted for each application year.
6. 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.
7. Candidates must submit an application form.
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.

Advanced Standing Admission

Students who have completed coursework within ATSU's Master of Science in Athletic Training or graduate certificate program may be eligible for advanced standing. Students from external programs may request the faculty to review completed courses for advanced standing as per the AT Program transfer credit policy. Please contact Admissions for more information on eligible transfer credit for advanced standing.

International Student Admission

This online program is open to international applicants. ATSU is not authorized to issue I-20 paperwork for the required on-site component of this program.

Graduation Requirements

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

- Complete all prescribed and elected courses within seven years of commencing the program
- Maintain a minimum overall GPA of 3.0
- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations
- Obtain final applied research project approval documenting completion of all applied research project requirements

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Athletic Trainers 29-9091.00; Education Administrators, Postsecondary 11-9033.00; Recreation and Fitness Studies Teachers, Postsecondary 25-1193.00; Exercise Trainers and Group Fitness Instructors 39-9031.00; Exercise Physiologists 29-1128.00.

Curriculum

Doctor of Athletic Training Program Core Outcomes

Upon completion of the Doctor of Athletic Training Program, students' will be able to achieve the following outcomes:

- Demonstrate advanced clinical decision-making to determine the effectiveness of athletic training practice.
- Demonstrate advanced knowledge and skills in orthopaedic rehabilitation.
- 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.
- Produce an applied research project that addresses a significant clinically oriented issue relevant to athletic training practice.

Clinical Decision-Making Foundation Outcome

Demonstrate advanced clinical decision-making to determine the effectiveness of athletic training practice.

Objectives

- Implement quality improvement strategies to identify and address quality gaps for the purpose of improving patient outcomes, system performance, and professional development.
- Demonstrate advanced clinical decision-making in athletic training practice in a manner that integrates clinical experience, patient values, and the best available evidence.
- Demonstrate knowledge of the principles of clinical outcomes assessments and the value of these outcomes to informing patient care and advancing the athletic training profession.
- Utilize information and technology to improve the quality of patient care, manage knowledge, mitigate error, and support clinical decision-making in athletic training practice.

Leadership and Innovation Foundation Outcome

Demonstrate advanced knowledge and awareness of athletic health care innovation to advance leadership, higher education, patient care, and research.

Objectives

- Discuss and apply the theory of disruptive innovation in the contexts of athletic health care and higher education.
- Demonstrate a critical understanding of the challenges and opportunities facing the athletic training profession with regards to higher education, patient care, and research.
- Propose innovative solutions to advance the profession of athletic training.
- Critically examine and apply the characteristics of leadership in athletic training within the context of becoming an advanced practice leader.

Applied Research Foundation Outcome

Produce an applied research project that addresses a significant clinically oriented issue relevant to athletic training practice.

Objectives

- Identify appropriate research questions from clinical experience and the literature.
- Demonstrate the ability to perform the necessary steps to conduct a research study or quality improvement initiative.
- Formulate appropriate research questions from clinical experience and the literature and/or appropriately apply the model for improvement to conduct a quality improvement project.
- Discuss value of qualitative and/or epidemiological research within athletic training.
- Discuss the importance of and process to conduct practice-based research.
- Produce appropriate materials to disseminate research information (e.g. abstract, poster, platform presentation, manuscript).

Rehabilitation Elective Courses Outcome

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of rehabilitation.

Objectives

- Integrate the basic science of connective tissue healing (anatomy, physiology, morphology, histology, and biomechanics) into the management of musculoskeletal injuries.
- Demonstrate advanced practice knowledge and skills in the assessment and diagnosis of movement dysfunction.

- Develop advanced practice knowledge and skills in rehabilitation of movement dysfunction through corrective exercise.
- Demonstrate advanced practice knowledge of transitioning from rehabilitation to sport performance.

Orthopaedics Elective Courses Outcome

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of orthopaedics.

Objectives

- Demonstrate advanced practice knowledge and skills in the diagnoses of orthopaedic conditions.
- Demonstrate advanced practice knowledge and skills in the management of orthopaedic conditions.
- Demonstrate advanced practice knowledge and skills in the application and interpretation of common imaging and laboratory techniques used in the examination of orthopaedic patients.
- Demonstrate advanced practice knowledge of common orthopaedic surgical procedures with special emphasis on subsequent rehabilitation considerations.

Athletic Training Education Elective Courses Outcome

Demonstrate contemporary knowledge and understanding of leading practices in curricular development, instructional delivery, and assessment in athletic training.

Objectives

- Analyze and debate contemporary issues in athletic training education.
- Examine and apply best practices in clinical education and mentoring of athletic training students, young professionals, residents and fellows.
- Apply instructional delivery and assessment best practices to develop innovative learning opportunities in athletic training.
- Apply innovative curricular design best practices to develop an educational offering (eg. Professional development, preceptor training, clinical experience) related to athletic training.

Sports Neurology and Concussion Elective Courses Outcome

Demonstrate advanced practice athletic training knowledge and skills in the sub-specialty area of sports neurology and concussion.

Objectives

- Integrate the basic science of neurologic injury and tissue healing into the management of neurologic injuries.
- Demonstrate advanced knowledge in the recognition, assessment, management and referral of patients with sport-related neurologic conditions.
- Debate current issues related to the recognition, assessment, and management of activity-related traumatic brain injuries.
- Analyze current concepts regarding the assessment, management, and referral of patients with comorbid disorders who suffer activity-related traumatic brain injury.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following.

Clinical Decision-Making Foundation

ATRN 7110 - Quality Improvement and Patient Safety

3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. *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.

ATRN 7130 - Patient-Oriented Outcomes

3 credit hours

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services 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. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

ATRN 7140 - Health Information Technology

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. An understanding of informatics concepts and the skills related to the use of technology have 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. *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.

ATRN 7150 - Clinical Scholarship in Athletic Training

3 Credit Hours

The course aims to enhance the athletic trainer's ability to become proficient consumers of available evidence and understand their role as a clinician scientist in support of practice-based research. Contemporary clinical practice requires athletic trainers to not only be consumers of the best available evidence but also contribute to the profession through scholarly activity. The course will cover advanced topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, the clinician-scientist model, clinician-researcher partnerships, and practice-based research networks. Course objectives will be achieved through personalized learning pathways, readings, multimedia presentations, reflections, and individual concept application assignments.

Leadership and Innovation Foundation

ATRN 8140 - Leadership and Professionalism in Athletic Training

3 credit hours

This course offers an examination and application of theories of professionalism and leadership as they related to various aspects of the practice of athletic training. Topics include, but are not limited to; Contemporary leadership theories, Medical professionalism, Organizational communication, Personal effectiveness and productivity, communities of practice, Leading change, and Conflict management. The course requires students to be active participants in the learning process. We will rely on a series of readings (e.g. book chapters, classic and contemporary articles, research studies), presentations, discussions, and both reflective and authentic applied assignments to provide a deeper understanding of leadership and professionalism and their impact the athletic training profession. By the end of this course you should have the foundational knowledge and a frame work for action that will allow you to make informed decisions about your own leadership roles and pursue meaningful change in both your work setting and your profession.

ATRN 8150 - Winter Institute: Innovation in Athletic Training

5 credit hours

The four-day intensive Winter Institute is focused on Innovation to Advance Athletic Health Care. The thread of innovation is woven throughout the course with particular emphasis on innovation to advance higher education, innovation to advance patient care, and innovation to advance research. This course is designed to promote in-depth interaction between students and faculty to facilitate the development of action plans for leading innovation in athletic health care education, patient care, and research. Students will prepare a project proposal specific to their work environment to help them develop the knowledge and skills for leading innovations within their own health care facilities and institutions. The Institute faculty consists of leading innovators in athletic health care from across the country that students will have the opportunity to learn with and from. Each faculty member will lead educational sessions in their respective area(s) of expertise and will serve as small group facilitators. Students will be mixed throughout the week into three distinct small groups that meet daily, each facilitated by an internal (ATSU) and external faculty member, to maximize opportunities for extensive interactions with peers and faculty. Study sections will be used at the beginning of each day to stimulate critical thinking and promote dialogue around the theme of the day. Project groups will meet daily to help students develop their innovative projects for leading and managing environmental change. Reflection groups will meet at the end of each day to discuss the days key points, where students experienced their greatest knowledge gains, how the information can be translated into their work setting, and what new questions may have emerged. An extensive course-reading list will be provided in advance of the face-to-face meeting and students will be required to read all course material prior to the educational sessions. In addition to the project proposal, readings, and attending the face-to-face sessions, students will be expected to complete a post-Institute assessment.

Applied Research Foundation

ATRN 8010 - Research Methods & Design

3 credit hours
The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. *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.

ATRN 8020 - Methods of Data Analysis
3 credit hours
The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. *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.

ATRN 9011 - Analyzing the Problem
4 credit hours
This course is the first in a series of four courses designed to assist you with the development on an applied research project (ARP) through the stages of defining a problem through project dissemination. Analyzing a problem, you encounter in your practice and understanding the past and current literature around your desired project area is crucial to the development of a sound project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully analyze and define a problem, 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.

ATRN 9012 - Proposing a Solution
4 credit hours
This course is the second in a series of four courses designed to assist you with the development on an applied research project (ARP) through the stages of analyzing the problem to project dissemination. The purpose of this course is to provide you with the knowledge and skills to develop the proposal for your required ARP. The proposal is crucial for the success of your ARP, as it describes in detail the ways in which you will go about evaluating the solution to the problem or proposing the methodological details of your study. By the end of this course, you will have completed your ARP proposal and submit your completed application to the IRB, if applicable. Prerequisite: ATRN9011

ATRN 9013 - Implementing and Evaluating the Solution
4 credit hours
This course is the third in a series of four courses designed to assist you with the development of an applied research project through the stages of defining a problem through project dissemination. Your ability to develop an effective plan to collect, analyze/synthesize, and report your results is essential to a successful project. Therefore, the purpose of this course is to provide you with the knowledge and skills to effectively collect, analyze and report data in support of your applied research project. Prerequisite: ATRN9012

ATRN 9014 - Completing and Disseminating the Project
4 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 final paper, and to identify possible strategies for the dissemination your research findings through means, such as poster and oral presentations or manuscript submission. Prerequisite: ATRN9013

Elective Courses
A total of 18 elective course credit hours. Students may choose any 6 elective courses from the list of available elective courses.

Rehabilitation Elective Course Options

ATRN 7210 - Foundations of Tissue Healing
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, muscle, articular cartilage, and peripheral nerves 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. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic

treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

ATRN 7230 - Assessment of Movement Dysfunction
3 credit hours
This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

ATRN 7240 - Corrective Techniques for Movement Dysfunction
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 neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

ATRN 7250 - Rehabilitation Considerations for Sport Performance
3 credit hours
This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

Orthopaedics Elective Course Options

ATRN 7410 - Orthopaedic Diagnostic Evaluation
3 credit hours
This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, 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. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

ATRN 7420 - Orthopaedic Management
3 credit hours
This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

ATRN 7430 - Orthopaedic Imaging and Labs
3 credit hours
This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

ATRN 7440 - Orthopaedic Surgical Considerations
3 credit hours
This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise

the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

Athletic Training Education Elective Course Options

ATRN 8160 - Contemporary Issues in Athletic Training Education

3 credit hours

This course that will explore contemporary issues in athletic training education, with special emphasis on the continuum of education from professional programs through residency and fellowship training to post-professional degree programs, such as the Doctor of Athletic Training and Doctor of Philosophy degrees, as well as continuing education and maintenance of competence. A global perspective of the structure of health professions education, accreditation, and current issues in higher education will be explored. Students will develop insights and discuss implications for the ever-changing nature of health professions education, with a focus on contemporary issues in athletic training education.

ATRN 8170 - Applied Clinical Education and Mentoring

3 credit hours

This course is intended to improve the student's understanding and application of best practices in clinical education and mentoring in athletic training professional education and residency/fellowship training programs. Focus will be on best practices regarding bridging the gap between didactic and clinical education, clinical education techniques and models, preceptor mentoring, and student/resident/fellow mentorship models. Focused discussion regarding developing assessment activities at the point-of-care to facilitate practice-based research is included. Contemporary issues in clinical education, facilitating transition to practice, and mentoring within the health professions will also be presented.

ATRN 8180 - Instructional Delivery and Assessment in Athletic Training

3 credit hours

This course focuses on applying instructional delivery and assessment best practices to develop innovative learning opportunities in the field of athletic training. Students will gain a comprehensive understanding of emerging teaching and learning theories in athletic training, while exploring the contemporary use of educational technology to enhance student learning. Additionally, students will gain knowledge on the student competence continuum and the characteristics of learners at each level, enabling them to tailor their instructional methods and assessments to meet the diverse needs of learners.

ATRN 8190 - Programmatic Planning and Curricular Design in Athletic Training

3 credit hours

This course is designed to prepare aspiring and current athletic training educators and preceptors to deliver high-quality educational opportunities. Emphasis will be placed on the principles and practices of programmatic planning and curricular design in athletic training. Students will explore instructional design theories and techniques, develop learning outcomes and objectives, design effective learning activities, select appropriate assessments, and evaluate and improve curricular offerings. Through a combination of theoretical exploration and practical application, students will develop the knowledge and skills necessary to create and enhance educational programs in the field of athletic training.

Sport Neurology and Concussion Elective Course Options

ATRN 7310 - Foundations of Sport Neurology

3 credit hours

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport

3 credit hours

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7330 - Classification and Management of Traumatic Head Injury

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7340 - Assessment and Management of Complex Patients with Concussion

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

Non-Degree Option Courses

ATRN 7110 - Quality Improvement and Patient Safety

3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serves as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. *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.

ATRN 7130 - Patient-Oriented Outcomes

3 credit hours

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services 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. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

ATRN 7140 - Health Information Technology

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. An understanding of informatics concepts and the skills related to the use of technology have 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. *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.

ATRN 7210 - Foundations of Tissue Healing

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, muscle, articular cartilage, and peripheral nerves 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. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

ATRN 7230 - Assessment of Movement Dysfunction

3 credit hours

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be

identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

ATRN 7240 - Corrective Techniques for Movement Dysfunction

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 neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

ATRN 7250 - Rehabilitation Considerations for Sport Performance

3 credit hours

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

ATRN 7310 - Foundations of Sport Neurology

3 credit hours

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport

3 credit hours

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7330 - Classification and Management of Traumatic Head Injury

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7340 - Assessment and Management of Complex Patients with Concussion

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7410 - Orthopaedic Diagnostic Evaluation

3 credit hours

This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, 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. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

ATRN 7420 - Orthopaedic Management

3 credit hours

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports

performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

ATRN 7430 - Orthopaedic Imaging and Labs

3 credit hours

This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

ATRN 7440 - Orthopaedic Surgical Considerations

3 credit hours

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

ATRN 8010 - Research Methods & Design

3 credit hours

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. *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.

ATRN 8020 - Methods of Data Analysis

3 credit hours

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. *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.

ATRN 8140 - Leadership and Professionalism in Athletic Training

3 credit hours

This course offers an examination and application of theories of professionalism and leadership as they related to various aspects of the practice of athletic training. Topics include, but are not limited to; Contemporary leadership theories, Medical professionalism, Organizational communication, Personal effectiveness and productivity, communities of practice, Leading change, and Conflict management. The course requires students to be active participants in the learning process. We will rely on a series of readings (e.g. book chapters, classic and contemporary articles, research studies), presentations, discussions, and both reflective and authentic applied assignments to provide a deeper understanding of leadership and professionalism and their impact the athletic training profession. By the end of this course you should have the foundational knowledge and a frame work for action that will allow you to make informed decisions about your own leadership roles and pursue meaningful change in both your work setting and your profession.

ATRN 8160 - Contemporary Issues in Athletic Training Education

3 credit hours

This course that will explore contemporary issues in athletic training education, with special emphasis on the continuum of education from professional programs through residency and fellowship training to post-professional degree programs, such as the Doctor of Athletic Training and Doctor of Philosophy degrees, as well as continuing education and maintenance of competence. A global perspective of the structure of health professions education, accreditation, and current issues in higher education will be explored. Students will develop insights and discuss implications for the ever-changing nature of health professions education, with a focus on contemporary issues in athletic training education.

ATRN 8170 - Applied Clinical Education and Mentoring

3 credit hours

This course is intended to improve the student's understanding and application of best practices in clinical education and mentoring in athletic training professional education and residency/fellowship training programs. Focus will be on best practices regarding bridging the gap between didactic and clinical education, clinical education techniques and models, preceptor mentoring, and student/resident/fellow mentorship models. Focused discussion regarding developing assessment activities at the point-of-care to facilitate practice-based research is included. Contemporary issues in clinical education, facilitating transition to practice, and mentoring within the health professions will also be presented.

ATRN 8180 - Instructional Delivery and Assessment in Athletic Training

3 credit hours

This course focuses on applying instructional delivery and assessment best practices to develop innovative learning opportunities in the field of athletic training. Students will gain a comprehensive understanding of emerging teaching and learning theories in athletic training, while exploring the contemporary use of educational technology to enhance student learning. Additionally, students will gain knowledge on the student competence continuum and the characteristics of learners at each level, enabling them to tailor their instructional methods and assessments to meet the diverse needs of learners.

ATRN 8190 - Programmatic Planning and Curricular Design in Athletic Training

3 credit hours

This course is designed to prepare aspiring and current athletic training educators and preceptors to deliver high-quality educational opportunities. Emphasis will be placed on the principles and practices of programmatic planning and curricular design in athletic training. Students will explore instructional design theories and techniques, develop learning outcomes and objectives, design effective learning activities, select appropriate assessments, and evaluate and improve curricular offerings. Through a combination of theoretical exploration and practical application, students will develop the knowledge and skills necessary to create and enhance educational programs in the field of athletic training.

Audiology [Post-Professional], AuD

[Post-Professional] Doctor of Audiology

A.T. Still University's Post-Professional Doctor of Audiology (AuD) Program offers a fully online curriculum designed to align with each audiologist's professional experience and educational needs. The personalized AuD academic plan provides a meaningful, practice-relevant path for current practitioners to advance their education, strengthen patient care, and contribute to the future of the audiology profession.

Length of Program

The standard program length for the online Post-Professional Doctor of Audiology Program is two years (38 semester credit hours) for students who have completed a master's degree in audiology and have the equivalent of three or more years of full-time post-master's audiology practice experience. A three-year curriculum plan (57 semester credit hours) is available for students who have the equivalent of one to three years of full-time post-master's audiology practice experience.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due in the first week of class. Most fees follow a similar billing schedule, with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available, which provides estimated amounts for direct and indirect expenses for a period of enrollment.

2-Year Program Tuition: $9,140 per year

3-Year Program Tuition: $8,570 per year

Non-Degree Tuition: $450 per credit hour
Non-Degree Student Technology Fee: $44 per credit hour

Admissions

Application Process

The online Post-Professional Doctor of Audiology Program is designed with a focus on meeting the needs of the global practicing professional. The program is now accepting applications. Program information and a link to the online application can be found at https://www.atsu.edu/doctor-of-audiology-degree-online.

Application Deadline

Applications are reviewed on a rolling basis. Students are enrolled in the Post-Professional Doctor of Audiology Program twice a year; July and January.

Admission Requirements

1. A master's or doctoral degree in audiology from a regionally-accredited college or institution, or the equivalent based on evaluation of foreign transcripts for U.S. degree/course equivalency. 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. Applicants holding a master's degree in a closely related discipline may also be considered for admission on a case-by-case basis, pending review of academic preparation and professional experience.
2. A minimum 2.70 GPA (on a 4.0 scale) is required for admission to the graduate program. In some cases, undergraduate coursework may be considered in the GPA calculation, particularly for applicants whose qualifying degree for audiology practice is earned at the undergraduate level or whose academic pathway does not include a traditional master's degree.
3. Submission of all official college or academic transcripts from the institutions where master's and/or doctoral degree/s were earned, and official transcripts for a bachelor's degree in audiology or all academic coursework utilized for degree/course equivalency. Applicants who have graduated from a university outside the United States must submit acceptable evidence of U.S. degree/course equivalency. Canadian transcripts which are in English and on a 4.0 scale do not require evidence of U.S. degree/course equivalency.
4. International applicants must also review the information on admissions for international students.
5. Applicants must provide official documentation verifying their audiology licensure, certification, or registration status.
    - **Active Licensure/Certification/Registration:** Applicants currently licensed, certified, or registered to practice audiology must submit official documentation confirming their active status.
    - **Previous Licensure/Certification/Registration:** Applicants who previously held, but do not currently maintain, licensure, certification, or registration must submit official documentation verifying prior status. Documentation must reflect licensure, certification, or registration that was active within the past ten (10) years. If the issuing authority does not provide paper verification, applicants must include the official website URL where verification of prior licensure or certification can be obtained.
    - **Ineligibility:** Applicants with a license, certification, or registration that is currently suspended or revoked are not eligible for admission to the program. Additionally, applicants who have not been engaged in the profession of audiology and whose most recent licensure, certification, or registration expired more than ten (10) years ago are not eligible for admission.

6. The length and breadth of professional experience in audiology will determine the appropriate curriculum plan. Two-Year Plan: May be approved for applicants with three or more years of full-time clinical experience.
    - Three-Year Plan: Required for applicants with one to three years of full-time clinical experience.
    - Three-Year Plan (Re-entry into Profession): Applicants who have not engaged in the professional practice of audiology for five or more years, regardless of current licensure, certification, or registration status, will be required to follow the three-year curriculum plan.
    - Ineligibility: Applicants who have not practiced audiology within the past ten years are not eligible for admission to the Post-Professional Doctor of Audiology (AuD) program.
7. Applicants must submit an Employer Verification form from a current or most recent employer. A colleague can complete the verification form to attest for those who are self-employed.
8. Computer literacy and experience in word processing and Internet use. All curricula require extensive computer usage.
9. One reference from an audiologist or healthcare professional familiar with the applicant's clinical and professional experience. A letter of reference must be submitted for each application year.
10. A personal resume following the guidelines offered in the application packet.
11. All ATSU students are required to own a computer system. Minimum system technology specifications vary depending on the program.
12. Applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. 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 college or university accredited by a U.S. Department of Education institutional accreditor (minimum BA or BS).
    - 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 minimal scores for ATSU-ASHS applications are:

- TOEFL: Internet based total score: 80
    - Minimum of 21 on Reading Section
    - Minimum of 24 on Writing Section
- TOEFL: Essentials overall score: 8.5
    - Minimum of 8.5 on Reading Section
    - Minimum of 10 on Writing Section
- IELTS overall band score of 6.5
- The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609.771.7100. Information is available at 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
- IELTS information can be located at https://ielts.org/ielts-usa.

Foreign Credential Evaluation Applicants who have graduated from a foreign college or university (outside the United States and Canada) must submit acceptable evidence of U.S. degree/course equivalency. All coursework taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

International Education Evaluations (IEE)
7900 Matthews-Mint Hill Rd., Suite 1A
Charlotte, NC 28227
(704) 772-0109
https://myiee.org/university/a-t-still-university-of-health-sciences

Josef Silny & Associates, Inc.
International Education Consultants
7101 SW 102 Avenue | Miami FL 33173
Phone: 305.273.1616 | Fax: 305.273.1338
info@jsilny.com | www.jsilny.com

World Education Services
P.O. Box 5087 Bowling Green Station
New York, NY 10274-5087
Phone: 212.966.6311 | Fax: 212.739.6139
info@wes.org | www.wes.org

Interviews are conducted via virtual meeting or by phone for those applicants who are considered potential candidates.

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

Applicants who wish to be considered for more than one program at ATSU must submit a separate application fee and application packet. Application materials are not transferable to another ATSU program. Acceptance to ATSU is to a specific program and is not transferable to any other program. For additional information, contact an Enrollment Counselor (toll-free) at 877.469.2878 or onlineinquiry@atsu.edu.

International Student Admissions

This online program is open to international applicants.

Graduation Requirements

To earn the Doctor of Audiology degree through the post-professional online program, all students must:

- Complete all courses in the prescribed academic degree plan.
- Pass all courses with a minimum grade of 'C' and an overall GPA of 3.0 on a 4.0 scale.
- Submit an RSVP for the appropriate commencement ceremony (found on the graduation website).

Note: Attending a commencement ceremony is not required but is highly recommended.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Audiologists 29-1181.00.

Post-Professional Doctor of Audiology Program Online Non-Degree

The Post-Professional Doctor of Audiology Non-Degree Seeking (NDS) option is designed for practicing audiologists, holding a master's or doctoral degree in audiology (e.g. MA, MS, AuD or PhD) with a minimum of one year of full-time practice as a licensed/certified/registered audiologist interested in the following:

- Expanding current knowledge and skill set into another aspect of the profession.
- Collaborating with global peers on a topic of interest.
- Obtaining continuing education hours through online education (all individuals interested in obtaining CEU credits are encouraged to obtain prior course approval from their professional licensure/registration/certification organization).
- Relocating and in need of additional credits to obtain licensure/certification/registration in a different country (documentation required from the credentialing agency).
- Considering the AuD program and enrolling in the single course option to explore online education.

Non-degree seeking students may complete a maximum of three courses.

Non-degree seeking credit hours may be transferred to the Post-Professional Doctor of Audiology Program if the course was passed with a grade of "B" (80%) or better.

Non-degree seeking students transferring credit hours into the full, Post-Professional Doctor of Audiology Program will be required to pay the full, flat rate established for the Post-Professional Doctor of Audiology Program.

Post-Professional Doctor of Audiology students transferring NDS credits have 2 options:

- Post-Professional Doctor of Audiology students may opt not to take a course in a session for which they have transferred in course credits.
- Post-Professional Doctor of Audiology students have the option to take another course that is offered during that session. Determination would be made during the interview process.

Non-degree course credits will not be transferable after 5 years of completing the non-degree seeking course.

For enrollment in non-degree seeking online courses, A.T. Still University (ATSU) employees, legally recognized spouses and children of ATSU employees, residential students and legally recognized spouses, ATSU preceptors, ATSU alumni and members of audiology professional state associations or ATSU Audiology partner organizations may be eligible for a tuition discount. For questions regarding eligibility, please contact Enrollment Services at (direct) 660.626.2019 or via email to enrollmentservices@atsu.edu.

Post-Professional Doctor of Audiology Non-Degree Admissions Requirements

1. A master's or doctoral degree in audiology from a regionally-accredited college or institution, or the equivalent based on evaluation of foreign transcripts for U.S. degree/course equivalency. 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.
2. Submission of all official college or academic transcripts for institutions from which a master's and/or doctoral degree/s were earned, or official transcripts for all academic coursework utilized for degree/course equivalency. Canadian transcripts which are in English and on a 4.0 grading scale do not require evidence of U.S. degree/course equivalency.
3. Applicants must submit official documentation of current audiology licensure/certification/registration. If licensure/certification/registration were held in the past, but are not currently active, applicants must submit official documentation of previous licensure, certification, or registration. 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. 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. Individuals are not eligible to enroll in the program if their license, certification or registration is currently revoked or suspended.
4. Applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. 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 university or college in the United States (minimum BA or BS).
    - 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 minimal scores for ATSU-ASHS applications are:

- TOEFL: Internet based total score: 80
    - Minimum of 21 on Reading Section
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- TOEFL: Essentials overall score: 8.5
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- The TOEFL is administered by TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ, 08541-6151, USA 609.771.7100. Information is available at TOEFL. ATSU'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
- IELTS information can be located at https://ielts.org/ielts-usa.

All ATSU students are required to own a computer system. Minimum system technology specifications vary depending on the program.

Foreign Credential Evaluation

Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. All coursework taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

International Education Evaluations (IEE)
7900 Matthews-Mint Hill Rd., Suite 1A
Charlotte, NC 28227
704.772.0109
https://myiee.org/about-us

Josef Silny & Associates, Inc. International Education Consultants
7101 SW 102 Avenue | Miami FL 33173
305.273.1616 | Fax: 305.273.1338
info@jsilny.com | www.jsilny.com

World Education Services
P.O. Box 5087 Bowling Green Station
New York, NY 10274-5087
212.966.6311 | Fax: 212.739.6139
info@wes.org | www.wes.org

Curriculum

These advanced courses in the doctor of audiology curriculum will equip students with the knowledge, skills, clinical insights, and techniques that define A.T. Still University as a leading learning-centered institution. Each student follows an individualized academic degree plan, so not all courses listed below will appear in every student's curriculum.

Courses of instruction used for the online Post-Professional Doctor of Audiology Program allow specific areas of knowledge and clinical practice to be defined and presented in concise units. Each course is four or ten weeks in length (indicated in parentheses following the description).

Credits assigned to audiology courses are one and a half semester credit hours for a four-week course, and four semester credit hours for a ten-week course. Other courses listed can be selected by students to meet their academic goals. The course descriptions, course duration, and related information are subject to change.

Courses

Descriptions and Credit Values

AUDP 7000 - Ethics, Leadership, and Professionalism

10 weeks/4 credit hours

This course begins with an introduction to the online learning system used for this academic program. Students will be instructed in online navigation tools, computer basics and academic resources. Students will then be introduced to the professional roles and responsibilities of a variety of members of the healthcare delivery system and provided an orientation to the history and philosophy of osteopathic medicine upon which ATSU is founded. In addition, the course will examine contemporary ethical issues in audiology and provide a framework for ethical decision-making. Topics also include information regarding the organization and function of professional associations, activities which serve the professional community, service to the public and the development of leadership skills.

AUDP 7100 - Neuroscience and Neuroimaging

10 weeks/4 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 course 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. Students will 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 audiologic findings when possible.

AUDP 7200 - Pathologies of the Auditory and Vestibular System

10 weeks/4 credit hours

This course provides detailed coverage of auditory and vestibular pathologies and their relation to structure and function. Course materials will present information about anatomy and physiology of the human ear, techniques in visualization and examination of the ear (including instrumentation), and cerumen management. Case studies are used to show audiologic patterns associated with various disorders. Topics will cover the basic otologic/medical evaluation and surgical and medical treatments of auditory/vestibular conditions.

AUDP 7300 - Pharmacology and Ototoxicity

10 weeks/4 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 that affect the function of the audiovestibular systems, and the concept of polypharmacy. The course also covers ototoxicity (cochleotoxicity, vestibulotoxicity, 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.

AUDP 8100 - Vestibular Evaluation and Management

10 weeks/4 credit hours

This course is designed to provide students with in-depth coverage of the anatomy and physiology of the central & peripheral vestibular structures, as well as the human equilibrium system. Vestibular assessment procedures, including obtaining an appropriate case history, principles of ENG/VNG, non-computerized postural stability testing, and non-computerized rotational testing, will be addressed. Additionally, students will be introduced to vestibular rehabilitation techniques focusing on canalith repositioning maneuvers for benign paroxysmal positional vertigo (BPPV). Case studies will be utilized to enhance the learning experience. Topics include infection control procedures as they relate to vestibular evaluation and management.

AUDP 8110 - Advanced Vestibular Evaluation and Management

10 weeks/4 credit hours

This course is designed to provide students with a detailed understanding of specialized vestibular diagnostic tools. Topics will include rotational chair testing, computerized dynamic posturography (CDP), vestibular evoked myogenic potentials (VEMP), video head impulse testing (VHIT), and subjective visual vertical (SVV) testing. Test results will be correlated with ENG/VNG, and common errors in interpretation will be covered. The philosophical bases for vestibular treatment will be addressed, providing specific symptom-based strategies for treating identifiable vestibular dysfunction. Students will be instructed on effective administration of vestibular rehabilitation therapy (VRT) protocol and accurate evaluation of treatment efficacy. Content delivery will utilize a practical approach to allow audiologists to develop knowledge and skills for provision of vestibular treatment within their scope of practice. Topics include infection control procedures as they relate to advanced vestibular evaluation and management.

AUDP 8200 - Amplification: Assessment, Fitting and Verification

10 weeks/4 credit hours

A solid base of knowledge regarding hearing aid technology, concepts, and functions will be built by relating historical perspectives to current trends in amplification. Major hearing aid developments and how they relate to current fitting approaches will be covered. Students will explore hearing aid measurement science and methods for verifying and validating appropriate hearing aid fittings, as well as hearing aid troubleshooting techniques. In addition, students will study ear canal acoustics, ear mold impressions, and the evolving array of fitting options. Topics include infection control procedures as they pertain to amplification fitting and assessment procedures.

AUDP 8210 - Implantable Devices

10 weeks/4 credit hours

This course is an introduction to cochlear implants, bone-anchored hearing aids, auditory brainstem implants, other implantable devices, and future trends. The goal is to provide a level of knowledge enabling the student to conduct initial counseling to prospective implant patients and make appropriate referrals to implant centers. Upon completion of the course, the student will have an understanding of candidacy, implant surgeries, postoperative follow-up, rehabilitative aspects, programming, communication options, and outcomes. Topics include infection control procedures as they relate to implantable devices.

AUDP 8220 - Counseling, Aural Rehabilitation and Assistive Devices

10 weeks/4 credit hours

This course is designed to explore current theories and practices related to the fundamental principles of counseling, as well as individual and group aural rehabilitation. The counseling aspect of this course will include the psychological and psychosocial effects of hearing loss on individuals of all ages, significant others, their families, and communities. The aural rehabilitation aspect will focus on the use of self- assessment tools, communication strategies for individuals and family members, and speech reading techniques to meet rehabilitative needs. Group discussion will address cost- effective options for the delivery of aural rehabilitation in clinical settings. This course will also provide students with the background and tools necessary to counsel, select, and configure assistive technology. The class will explore a variety of levels at which the audiologist may wish to provide these services.

AUDP 8300 - Electrophysiology: Scientific Foundations and Clinical Applications

10 weeks/4 credit hours

This course is designed to cover principles of various electrophysiological measurements in the area of auditory evoked potentials (AEPs). Understanding diagnostic applications and interpretation of test results and their relation to neuroanatomy and physiology of the auditory system will be emphasized. This course provides a study of clinical tools for use in the differential diagnosis of cochlear versus neural function, a diagnostic test battery for auditory neuropathy, and current uses of auditory steady-state response (ASSR) and cortical potentials in the investigation of sensory-neural hearing loss, auditory processing disorders, and aging. In addition, course material will explore the

importance of intraoperative neurophysiological monitoring (IONM), the responsibilities required, and the role of the audiologist as a surgical team member. Topics include infection control procedures as they relate to electrophysiological practices.

AUDP 8310 - Tinnitus and Hyperacusis: Theories, Evaluation and Treatment

10 weeks/4 credit hours

This course is designed to provide a detailed exploration of tinnitus and hyperacusis and the clinical tools required to treat this patient population. The topics of musical hallucinations, misophonia, and hidden hearing loss will also be examined. Course topics include etiology, epidemiology, comorbidity, impact on quality of life, and exacerbating factors. The course will also explore pathophysiological mechanisms underlying tinnitus and hyperacusis. Detailed case histories; tinnitus self-assessment questionnaires/inventories; hyperacusis visual analog scales; psychoacoustic measurements and self-report measures of stress, anxiety, and depression will be explored. Students will learn evidenced-based audiological interventions related to tinnitus and hyperacusis treatment and management, including counseling, amplification, and comprehensive management programs through the review of case studies.

AUDP 8400 - Global Healthcare and Audiology

4 weeks/1.5 credit hours

This course promotes guided discussion regarding current global hearing healthcare practices, areas of need, and advocacy for effective policies and services. Telehealth in audiology and interprofessional collaboration will be explored as potential opportunities for improving access to hearing healthcare services.

AUDP 8410 - Advanced Acoustic Immittance

4 weeks/1.5 credit hours

This course provides a study of immittance measures for the assessment of tympanic membrane abnormalities, ossicular chain pathology, otitis media, neonatal hearing assessment, and aging of the middle ear system. The goal is to provide the advanced clinical audiologist with knowledge and skills to pursue additional audiologic information through the use of multi-frequency tympanometry, multicomponent tympanometry, wide-band immittance, acoustic reflexes, and acoustic reflex decay for patient diagnosis and management.

AUDP 8420 - Otoacoustic Emissions: Scientific Foundations and Clinical Applications

4 weeks/1.5 credit hours

This course presents the origin and classification of otoacoustic emissions. In-depth coverage is provided related to test equipment, procedures, interpretation of results, and use of otoacoustic emissions in screening and in differential diagnosis of auditory disorders.

AUDP 8440 - Occupational and Environmental Hearing Conservation

4 weeks/1.5 credit hours

This course is designed to examine the principles and practices of occupational, educational, and environmental hearing conservation. Topics 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 also includes a supplemental section presenting an overview of the principles and practices of forensic audiology.

AUDP 8460 - Telehealth in Audiology

4 weeks/1.5 credit hours

This course presents the advantages and challenges of telehealth as it relates to clinical practice in audiology. Focus is placed on how communication, innovative technology, safety, and efficiency of patient care are addressed through telehealth. Students explore the feasibility of various telehealth/telepractice models applicable across clinical environments. Global regulatory, legislative, and political considerations will be discussed.

AUDP 8470 - Age-Related Hearing Loss, Cognitive Decline and Dementia: Theories, Evaluation and Treatment

4 weeks/1.5 Credit Hours

This course is designed to provide students with in-depth coverage of the association between age-related hearing loss, normal cognitive aging, and dementia, and clinical tools used to evaluate and treat this population. Age-associated changes in hearing and cognitive abilities are one of the most commonly reported health issues by older adults. Recent research suggests that age-related hearing loss may be an indication of cognitive decline. Course material will present information about age-related hearing loss and cognitive decline, such as definitions, classification systems for dementia, etiology, epidemiology, clinical presentations, impacts on quality of life, and pathophysiological mechanisms underlying their development. The use of detailed case histories, validated measures of cognitive abilities, along with self-administered computerized assessment tools, will be explored. Students will learn evidence-based audiological interventions related to age-related hearing loss and cognitive decline treatment and management options, such as counseling and amplification.

AUDP 8480 - Branding an Audiology Practice

4 weeks/1.5 credit hours

Branding is the process of creating a distinct identity for a business geared toward a target audience. The goal of branding an audiology practice is to develop and share the practice identity to the public in a way that supports the organization's mission, vision, and values. Included in the branding process is the creation of a name, symbol, and other markers that a business uses to distinguish their staff and

products from competitors, fostering a public identity. This course will introduce students to the concepts and ideas that will help define a branding identity. Students will learn how to develop a brand purpose, determine a target audience, and research competitors' brands within the industry. Additionally, students will learn various marketing and advertising strategies that can be applied across various audiology practice environments.

AUDP 8490 - Ethical Use of Artificial Intelligence (AI) in Audiology Practice

4 weeks/1.5 credit hours

This course delves into the integration of artificial intelligence (AI) within audiology, examining potential benefits and challenges it poses. Participants will explore the history of AI and its current applications in healthcare. The course also explores AI's role in hearing devices, its impact on communication outcomes, and how it may enhance clinical efficiency. Students will learn how generative AI can support evidence-based practice, clinical administration, and marketing efforts. The course concludes by addressing how to assess AI-generated responses, ethical concerns, and the regulatory and legal implications of using AI with patient data.

AUDP 8510 – Genetics and Pediatric Audiology: Foundations and Clinical Practice

10 weeks/4 credit hours

This course provides an integrated exploration of genetic, developmental, and pediatric considerations in audiology. Students will review embryological development of the ear, basic inheritance patterns, and genetic syndromes where hearing loss and/or audiovestibular deficits occur. The course emphasizes identification and intervention of pediatric hearing loss through developmental milestones, age-appropriate diagnostic procedures, and evidence-based amplification strategies. Early Hearing Detection and Intervention (EHDI) programs, legislative mandates, and the role of educational audiologists are examined, alongside program administration, tracking, and quality improvement. Students will also develop skills in family-centered counseling, infection control in pediatric settings, and interprofessional collaboration. Ethical issues, appropriate referrals for genetic testing, and the complex challenges faced by young patients and their families are explored, with emphasis on multidisciplinary resources and best practice standards.

AUDP 8600 - Assessment and Management of (Central) Auditory Processing Disorders

10 weeks/4 credit hours

This course examines the assessment of (C)APD and identification of auditory processing disorders in children and adults as a systematic and multidisciplinary process. The use of case histories, questionnaires, observation forms, audiometric tests, and electrophysiologic measures will be explored. Students will learn efficacious interventions related to (C)APD treatment and management, including but not limited to manipulating the acoustic environment, fitting of appropriate devices, and instituting an auditory training regimen.

AUDP 8700 - Hearing Loss and Healthy Aging

10 weeks/4 credit hours

This course is designed to address issues concerning the effects of aging on hearing. Changes in the auditory system as a function of age, the impact on patient function, and healthy aging will be emphasized. The course will provide information on management of hearing loss in the aged population and strategies for community collaboration to increase awareness for appropriate hearing healthcare.

AUDP 8800 - Practice Development and Marketing

10 weeks/4 credit hours

This course involves the study of basic business structures, practice development, marketing, and the economic and regulatory aspects of healthcare practice. Topics covered include private practice models, business plan design, short- and long-range planning, general accounting practices, development and analysis of profit-and-loss statements, and marketing strategies. Students will have the opportunity to generate marketing strategies and budgets, as well as evaluate the effectiveness of different marketing media. Facilitated discussions will explore topics such as risk management, auditing, professional liability, regulatory compliance, and proper methods of documentation as practiced across the globe.

AUDP 8810 - Personnel Management

10 weeks/4 credit hours

This course introduces students to the concepts and ideas of personnel management, also known as human resource management or practice management. This course includes information on designing job descriptions; hiring and firing employees; and training, supporting, and evaluating staff in a professional audiology practice. Audiologists who are going to serve as preceptors for audiology students need to learn concepts and skills related to the supervisory process and how to be a mentor in the clinical setting. Preceptor training will be discussed, providing information on adult learning styles, goal setting, constructive feedback, development of professionalism, and strategies to facilitate critical thinking and case management skills. Facilitated discussions will explore personnel management topics as practiced across the globe.

AUDP 9422 - Culminating Case Experience I for Two-Year Program (CCE-I-2)

4 weeks/1.5 credit hours

This course represents the culmination of the clinical doctoral degree program and requires students to demonstrate the integration and clinical application of the knowledge acquired throughout their two-year individualized curriculum plan. In-depth case studies submitted by teaching faculty across the curriculum will be utilized. Student submissions will require

critical thinking skills, use of appropriate professional and technical terminology, accurate interpretation of detailed case histories and clinical data, and presentation of relevant impressions and recommendations.

AUDP 9423 - Culminating Case Experience I for Three-Year Program (CCE-I-3)

4 weeks/1.5 Credit Hours

This course represents the culmination of the clinical doctoral degree program and requires students to demonstrate the integration and clinical application of the knowledge acquired throughout the first two years of a three-year individualized curriculum plan. In-depth case studies submitted by teaching faculty across the curriculum will be utilized. Student submissions will require critical thinking skills, use of appropriate professional and technical terminology, accurate interpretation of detailed case histories and clinical data, and presentation of relevant impressions and recommendations.

AUDP 9433 - Culminating Case Experience II for Three-Year Program (CCE-II-3)

4 weeks/1.5 Credit Hours

This course represents the culmination of the clinical doctoral degree program and requires students to demonstrate the integration and clinical application of the knowledge acquired throughout the final year of a three-year individualized curriculum plan. In-depth case studies submitted by teaching faculty across the curriculum will be utilized. Student submissions will require critical thinking skills, use of appropriate professional and technical terminology, accurate interpretation of detailed case histories and clinical data, and presentation of relevant impressions and recommendations.

Audiology, AuD

Doctor of Audiology

The Doctor of Audiology at ATSU-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 degree earned is the Doctor of Audiology (AuD) degree. The AuD program at ATSU-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 neuroaudiologic 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 residential Doctor of Audiology program is a four-year post baccalaureate program that includes three years of didactic and laboratory course work with integrated clinical experiences, in addition to one year of full-time clinical rotations. Students are required to complete a minimum of 162.5 semester credit hours to obtain the residential AuD degree.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule, with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) chart is available, which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2030, Year 1
Tuition $29,062
Student Technology Fee $1,484

Class of 2029, year 2
Tuition $29,062
Student Technology Fee $1,484

Class of 2028, year 3
Tuition $29,062
Student Technology Fee $1,484

Class of 2027, year 4
Tuition $27,562
Student Technology Fee $1,484

Admissions

Application Deadline

Applicants for the Doctor of Audiology program should apply through the Communication Sciences and Disorders Centralized Application Service (CSDCAS) by February 1 to be included in the initial screening and selection process. All subsequent applications submitted by the final deadline of April 15 will be considered on a rolling admissions basis until the remaining openings are filled. Applications should be submitted 2 to 3 weeks early to CSDCAS, so the audiology program receives all documentation prior to the initial screening and selection process.

Admission Requirements

Applicants for admission to the Doctor of Audiology program must meet the following requirements prior to matriculation. Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements.

1. Applicants accepted for admission into the Doctor of Audiology Program will have earned a baccalaureate degree from a college or university accredited by a U.S. Department of Education institutional accreditor. All degree requirements must be completed, and the undergraduate degree must be posted by July 1st. Applicants, who do not meet this requirement, will not be reviewed.
2. Applicants must have achieved an overall undergraduate grade point average of 3.00 or an overall grade point of 3.00 in the final 60 semester hours of undergraduate study (on a 4.0 scale).
3. Applicants must have achieved a grade point average of 2.50 in undergraduate science courses (on a 4.0 scale).
4. Applicants are expected to be computer-literate and experienced in word processing. All curricula require extensive computer usage.
5. For the upcoming application cycle, the Graduate Record Exam (GRE) is not required.
6. Applicants must submit three letters of recommendation through CSDCAS.
7. Applicants must submit a personal resume under "Other Documents" in CSDCAS or enter data in the Experiences, Achievements and Conferences Attended sections under "Supporting Information" in CSDCAS in place of a personal resume.
8. Applicants must complete all prerequisite courses by the end of the quarter or semester prior to matriculation.
9. 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 video conferencing.
10. All students are required to demonstrate proficiency in English when applying to the ATSU-ASHS. You can find information on the methods by which you can demonstrate your English Proficiency in the General Admission Requirements section under English Proficiency.

11. Applicants who wish to be considered for more than one program must submit a separate application fee, official test scores required by each program, transcripts, and references for each health science program. Acceptance to 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. Applicants are required to submit all official college or academic transcripts through CSDCAS.

Accepted students are required to submit to a criminal background check at their own expense prior to starting the program.

Review minimal technical standards for admission and matriculation under ATSU-ASHS general admission requirements section in the University catalog.

Review minimum technology specifications to see computer requirements.

Students are required to attend the in-person Student Affairs Orientation and the Audiology Program Orientation in Arizona, the week prior to the first day of classes.

All students admitted to the Audiology program at A.T. Still University are responsible for their own transportation to and from assigned clinical rotations. Clinical sites are established across the valley and can be more than 40 miles away from campus. The Phoenix metro area has an extremely limited public transit system that is not conducive to getting to and from clinical placements in a timely or efficient manner. Clinical rotations begin in the second week of the program.

Prerequisite Courses

- Biology: (e.g., biology, microbiology, anatomy, neuroscience/neuroanatomy, physiology, histology, cell biology, genetics) Minimum of 3 semester (4 quarter) hours
- English: (e.g., writing/composition, grammar, literature) Minimum of 3 semester (4 quarter) hours
- Humanities: (e.g., philosophy, religion, literature, fine arts, logic, ethics, foreign language, history, music, theater) Minimum of 3 semester (4 quarter) hours
- Statistics or College Algebra or higher: Minimum of 3 semester (4 quarter) hours
- Social Science: (e.g., psychology, cognitive science, linguistics, sociology, anthropology, economics, political science) Minimum 6 semester (8 quarter) hours
- Physical Science: (e.g., chemistry, physics, electronics, geology, acoustics) Minimum of 3 semester (4 quarter) hours

* At this time, the Audiology Department will accept pass/fail prerequisite courses for which a passing grade was received from the Spring of 2019-2020 through the 2020-2021 academic year.

Transfer of Graduate Credit

The Department of Audiology and Speech-Language Pathology will consider a transfer of credit toward the Doctor of Audiology Program for applicants in good standing from an accredited U.S. graduate school. Students may transfer up to 6 semester credit hours- (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's Application to Transfer Academic Credit prior to receiving transfer credit.

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

- the content of the course,
- the credit hours awarded for the course,
- when the course was taken (no more than 7 years prior to the request to transfer),
- what the course will replace within the program's curriculum, and
- 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.

International Students

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Graduation Requirements

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

- Maintain a minimum overall GPA of 3.00 and a minimum cumulative GPA of 3.00 in clinical and research rotations.
- Pass all courses for credit with a passing grade ("C" or better, "P" for Pass/Fail courses).
- Meet all Knowledge and Skills Acquisition proficiencies.
- Satisfactorily complete first, second, and third year comprehensive examinations.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Audiologists 29-1181.00.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

*Courses denoted with an asterisk may be delivered via web-based technology.

**Elective Courses are not required for the completion of the audiology curriculum. It is completely optional for a student to choose to take an elective course. The credits and grade do appear on the transcript and may fill an area of interest for a student. There is no additional cost for the departmental electives listed here. Elective courses may be available through other departments at a cost.

First Year: Fall Semester

AUDE 5120 - Infection Control and Cerumen Management

1.5 credits: 1 credit lecture, 0.5 credit lab

This course will cover the basic principles of microbiology, disease process, and immunology. The student will learn how infections spread and appropriate infection control procedures for audiologists, including the cleaning of tools and instruments. In addition, students will learn about cerumen management methodologies, equipment, indications and contraindications. State and federal agencies that govern infection control, their guidelines and protocols applicable to the audiologist, and scope of practice and regulatory issues related to cerumen management will be addressed. Includes laboratory requirement.

AUDE 5140 - Auditory Science

4 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.

AUDE 5160 - Anatomy and Physiology of the Auditory-Vestibular System

3 credits: 2 credit lecture, 1 credit lab

A study of the structure and function of the auditory-vestibular system. This course will cover basic human anatomy and physiology foundations and concepts relevant to hearing and balance function. There will be an emphasis on peripheral and central auditory and vestibular anatomical structure details, development, pathways and physiology. Includes laboratory requirement.

AUDE 5180 - Clinical Rotation I

0.5 credit hour

Guided observations of audiologic activities. Students observe and assist preparations for and administration of clinical evaluations and treatment. Limited hands-on experience may be included.

AUDE 5200 - Acquisition and Development of Communicative Skills

3 credit hours

This course is designed to introduce students to the acquisition and development of communication skills and 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. The course will also introduce students to a range of communication options available to individuals who are Deaf or Hard-of-Hearing. These communication options include American Sign Language (ASL), Aural-Oral, Cued Speech, Total Communication, and Bilingual-Bicultural, with variations within each category. Aural rehabilitation approaches and methodologies will be covered, and students will develop aural rehabilitation lessons appropriate for a range of students and auditory abilities.

AUDE 5230 - Professional Roles and Responsibilities

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 ATSU, 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.

AUDE 5240 - Audiology Diagnostics I

3 credits: 2 credit lecture, 1 credit lab

The first of a two-course sequence covering essential 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. The course will also cover instrument calibration standards and procedures utilized in the practice of audiology. Includes laboratory requirement.

AUDE 5260 - Human Anatomy and Neuroanatomy

3 credits: 2 credit lecture, 1 credit lab

A study of the basics of human anatomy and physiology which will include anatomical terminology; biochemistry of cells; and an overview of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, immune, respiratory, digestive and urinary systems. The development, structure and function of the central and peripheral nervous systems, including the autonomic nervous system, will be emphasized. In-depth information on neurovasculature, sensory and motor pathways, sensory receptors, reflex

pathways, the audiovestibular system, and lesions of the nervous system at various levels will be presented. Includes laboratory requirement.

AUDE 5280 - Clinical Rotation II

0.5 credit hour

Guided observations of audiologic activities. Students observe and assist preparations for and administration of clinical evaluations and treatment. Limited hands-on experience may be included.

AUDE 9110 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

AUDE 9120 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

First Year: Spring Semester

AUDE 5310 - Embryology and Genetic Conditions

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.

AUDE 5320 - Deaf Culture and American Sign Language

1.5 credit hour

A history of manual communication systems, including American Sign Language will be examined. Students will expand their knowledge of the history and culture of the Deaf community. Students will gain experience in receptive and expressive ASL and finger-spelling related to medical terminology and basic conversation. Information will be provided on the scheduling and use of sign language interpreters. Additionally, students will be asked to reflect upon readings and videos providing insight into the role of the Deaf community.

AUDE 5330 - Acoustics of Speech

1 credit hour

An overview of the acoustics of speech. Areas of study include normative, articulatory, and acoustic phonetics, and the acoustic analysis of speech.

AUDE 5340 - Audiology Diagnostics II

3.5 credits: 2.5 credit lecture, 1 credit lab

The second of a two-course sequence covering essential audiometric tests and procedures. Topics will include immittance audiometry, cochlear and retrocochlear site-of-lesion tests, tests for pseudohypacusis and current best practices. Evaluation of test performance, including sensitivity and specificity will be covered. Includes laboratory requirement.

AUDE 5380 - Clinical Rotation III

1 credit hour

Guided observations of audiologic activities. Students observe and assist preparations for and administration of clinical evaluations and treatment. Limited hands-on experience may be included.

AUDE 5410 - Acquired Auditory-Vestibular Disorders

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 relationship between pathophysiologic factors, test measures, test outcomes, and function-dysfunction.

AUDE 5440 - Cognition and Speech Perception

2 credit hours

A study of the auditory-cognitive processes involved in speech perception. Topic areas include models of speech perception, cognitive factors involved in speech perception, interactions between audition and cognition during complex language processing, and multimodal processing of speech.

AUDE 5450 - Amplification I

3 credits: 2 credit lecture, 1 credit lab

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 ear-mold 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.

AUDE 5460 - Otoacoustic Emissions

2 credits: 1.5 credit lecture, 0.5 credit lab

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.

AUDE 5490 - Audiology Clinical Simulation Module

0.5 credit hour lab, Pass/Fail

This simulation lab module is designed to provide students with opportunities to review and practice clinical procedures in preparation for direct patient care. Hands-on practice experiences will be provided with simulation technology and/or standardized/certified patients in a laboratory environment under faculty supervision and mentorship. Case studies will be used to focus on integration of diagnostic information and the development of clinical-decision making skills.

AUDE 9130 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Second Year: Fall Semester

AUDE 6120 - Pharmacology & Ototoxicity

2.5 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. Information will be presented regarding drugs used in the treatment of hearing and balance disorders, drugs that affect the function of the auditory and vestibular systems, and the concept of polypharmacy. The course also covers ototoxicity (cochleotoxicity, vestibulotoxicity, and neurotoxicity) and ototoxic monitoring. Students will gain an appreciation for the role of audiologists related to understanding patient needs, behaviors, and clinical outcomes associated with medication use, as appropriate, for a professional committed to whole person healthcare.

AUDE 6140 - Pediatric Audiology

3 credits: 2 credit lecture, 1 credit lab

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 assessment techniques (behavioral and physiological) for this population. In addition, students will learn about educational opportunities for children with hearing impairment and become familiar with best fitting practices for pediatric amplification. Includes laboratory requirement.

AUDE 6150 - Amplification II

3 credits: 2 credit lecture, 1 credit lab

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.

AUDE 6180 - Clinical Rotation IV

2 credit hours

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.

AUDE 6190 - Clinical Module I

0.5 credit hour, Pass/Fail

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.

AUDE 6210 - Counseling in Audiology

2.5 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.

AUDE 6220 - Tinnitus, Hyperacusis & Misophonia: Evaluation and Treatment

2.5 credits: 2 credit lecture, 0.5 credit lab

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.

AUDE 6240 - (Central) Auditory Processing Disorders: Assessment and Management

3 credits: 2 credit lecture, 1 credit lab

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.

AUDE 6280 - Clinical Rotation V

2 credits

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.

AUDE 6290 - Clinical Module II

0.5 credit hour, Pass/Fail

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.

AUDE 9210 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

AUDE 9220 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Second Year: Spring Semester

ASHS 6300 - Research Methods and Design

3 credit hours

This course will focus on the development and application of graduate-level knowledge and skills related to research methods in the 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.

AUDE 6310 - Audiological Rehabilitation for Adults

2.5 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.

AUDE 6330 - Practice Development I

2.5 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.

AUDE 6370 - Vestibular Assessment and Treatment I

3 credits: 2 credit lecture, 1 credit lab

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.

AUDE 6380 - Clinical Rotation VI

2 credit hours

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.

ASHS 6400 - Methods of Data Analysis

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.

AUDE 6450 - Amplification III: Implantable Devices

3 credits: 2 credit lecture, 1 credit lab

The purpose of this class is to review 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.

AUDE 6470 - Auditory Evoked Responses and Neurodiagnostics

4 credits: 3 credit lecture, 1 credit lab

A review of the anatomy and physiology of the auditory system as it pertains to auditory evoked responses (AERs) will be provided. This course will cover recording parameters, test procedures, and interpretation of auditory evoked responses. Specific topics will include electrocochleography, the auditory brainstem response, Auditory Steady State Response, middle and late AERs, pathologies of the retrocochlear system, and intraoperative neurophysiologic monitoring (IONM) techniques. 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. Includes laboratory requirement.

AUDE 6480 - Clinical Rotation VII

2 credit hours

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.

AUDE 9230 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Third Year: Fall Semester

AUDE 7140 - Early Intervention and Educational Audiology

3 credits: 2.5 credit lecture, 0.5 credit lab

Children who are Deaf/Hard of Hearing and/or with other listening needs typically require specialized supports to optimize developmental, social, and educational outcomes. Using group discussions and hands-on lab activities, students focus on the roles, responsibilities, knowledge, and skills of audiologists in managing hearing and listening difficulties in children from birth to 18 years of age through Early Hearing Detection and Intervention (EHDI), hearing assistive technology, and educational programs. Emphasis is on the case-based application of legislative mandates, EHDI program management guidelines, early intervention goals for infants, children, and their families, pediatric personal hearing technology recommendations, ongoing assessment protocols, classroom signal to noise ratio (SNR) improvement methods, educational plans, and interprofessional coordination. Includes laboratory requirement.

AUDE 7150 - Amplification IV: Hearing Assistive Technology

2 credits: 1.5 credit lecture, 0.5 credit lab

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.

AUDE 7170 - Vestibular Assessment & Treatment II

2.5 credits: 2 credit lecture, 0.5 credit lab

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 Computerized 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.

AUDE 7180 - Clinical Rotation VIII

4 credit hours

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.

AUDE 7190 - Clinical Module III

0.5 credit hour, Pass/Fail

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.

AUDE 9310 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics

related to clinical rotation experiences and the profession of audiology.

AUDE 7220 - Advances in Audiologic Care

1.5 credit hours

Seminar to present current trends and topics important to the practice and profession of audiology.

AUDE 7230 - Practice Development II

2.5 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.

AUDE 7240 - Occupational and Environmental Hearing Conservation

2.5 credits: 2 credit lecture, 0.5 credit lab

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.

AUDE 7260 - Basic Principles of Medical Imaging

1.5 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 will be covered with direct correlations made to the auditory-vestibular system.

AUDE 7280 - Clinical Rotation IX

4 credit hours

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.

AUDE 7290 - Clinical Module IV

0.5 credit hour, Pass/Fail

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.

AUDE 9320 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Third Year: Spring Semester

AUDE 7330 - Ethics in Audiology*

2.5 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.

AUDE 7430 - Professionalism and Leadership*

1.5 credit hours

This module will provide a forum for discussion of the organization and function of professional associations, activities that serve the professional community, and service to the public. Leadership concepts and professional characteristics will also be discussed.

AUDE 7440 - Hearing Loss and Healthy Aging*

1.5 credit hours

This course 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 healthcare.

AUDE 7580 - Clinical Rotation X

12 credit hours

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.

AUDE 9330 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Fourth Year: Fall Semester

AUDE 8180 - Clinical Rotation XI

18 credit hours

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.

AUDE 9410 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Fourth Year: Spring Semester

AUDE 8280 - Clinical Rotation XII

16 credit hours

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.

AUDE 9420 - Audiology Grand Rounds

0 credit hours, Pass/Fail

A weekly forum for clinical presentations by students, lectures, roundtables, discussions with guest speakers, and interaction between faculty and students concerning topics related to clinical rotation experiences and the profession of audiology.

Electives and Comprehensive Exams

ASHS 6500 - Gross Anatomy Dissection (Elective**)

2 credit hours

Health professions students will receive online and in-person lab instruction and anatomy reviews by faculty and work together in small groups as dissection of human donors is performed. In addition to gaining a deeper understanding and appreciation of human anatomy, students will develop technical skill and exploration of dissection. Requirements: The anatomy faculty must approve students before enrolling in this elective course. Grading: Pass/Fail.

AUDE 6000 - Independent Project (Elective**)

1 to 6 credit hours, Pass/Fail

An in-depth, individual study of a specific topic under the direction of a faculty mentor. Prerequisite: permission of instructor and department chair.

AUDP 8400 - Global Healthcare and Audiology

4 weeks/1.5 credit hours

This course promotes guided discussion regarding current global hearing healthcare practices, areas of need, and advocacy for effective policies and services. Telehealth in audiology and interprofessional collaboration will be explored as potential opportunities for improving access to hearing healthcare services.

AUDP 8460 - Telehealth in Audiology

4 weeks/1.5 credit hours

This course presents the advantages and challenges of telehealth as it relates to clinical practice in audiology. Focus is placed on how communication, innovative technology, safety, and efficiency of patient care are addressed through telehealth. Students explore the feasibility of various telehealth/telepractice models applicable across clinical environments. Global regulatory, legislative, and political considerations will be discussed.

AUDE 5970 - Comprehensive Examination 1

0 credit hours, Pass/Fail

This course is graded as pass/fail.

AUDE 5980 - Comprehensive Examination 1 Remediation

0 credit hours, Pass/Fail

This course is graded as pass/fail.

AUDE 5990 - Comprehensive Examination 1 Retest

0 credit hours, Pass/Fail

Requires successful completion of AUDE 5980.

AUDE 6970 - Comprehensive Examination 2

0 credit hours, Pass/Fail

This examination will be administered during week one of the third-year fall semester. This course is graded as pass/fail.

AUDE 6980 - Comprehensive Examination 2 Remediation

0 credit hours, Pass/Fail

This course is graded as pass/fail.

AUDE 6990 - Comprehensive Examination 2 Retest

0 credit hours, Pass/Fail
Requires successful completion of AUDE 6980.

AUDE 7970 - Comprehensive Examination 3
0 credit hours, Pass/Fail
This course is graded as pass/fail.

AUDE 7980 - Comprehensive Examination 3 Remediation
0 credit hours, Pass/Fail
This course is graded as pass/fail.

AUDE 7990 - Comprehensive Examination 3 Retest
0 credit hours, Pass/Fail
Requires successful completion of AUDE 7980.

Medical Science, DMSc

Doctor of Medical Science

The Doctor of Medical Science (DMSc) program is a post-professional distance learning PA-specific program culminating in a Doctor of Medical Science degree. The DMSc program is designed for physician assistants who are currently, or have previously been, certified or licensed to practice as a PA. Courses are designed with an emphasis on academic rigor using an asynchronous learning model. The entire PA doctoral program provides highly flexible online learning, which minimizes career disruption while maximizing new opportunities. PAs can continue to practice full time while obtaining their degree.

The DMSc program offers six concentrations in education, leadership, professional practicum, global health, public health-emergency management, public health-community workforce, and three specialized concentrations for PAs interested in sports medicine: orthopaedics, rehabilitation, and sports neurology and concussion. The concentration courses make up 12 of the required 36 credit hours. Each concentration includes four (4) courses. See course descriptions for additional details.

The education concentration prepares graduates for an expanded career in teaching and research.

The leadership concentration prepares graduates to take on administrative leadership roles in healthcare.

The professional practicum concentration provides graduates with the option of customizing a practicum experience in either a clinical or non-clinical setting;. Students develop a custom learning plan in collaboration with the course director.

The global health concentration provides students with an understanding of global health issues, world politics impacting healthcare, and global health ethics in healthcare. These courses are offered in partnership with the ATSU College of Graduate Health Studies (CGHS).

The public health-emergency management concentration provides students with an understanding of emergency management systems, introduces them to various forms of disasters and public health threats, as well as to various response skills essential to public health. Students who successfully complete this certificate will also earn three FEMA certificates and a certificate in contact tracing. These courses are offered in partnership with the ATSU College of Graduate Health Studies (CGHS).

The public health-workforce concentration provides students with an understanding of public health issues, disparities, and inequalities, along with emergency preparedness and disaster response for healthcare workers. These courses are offered in partnership with the ATSU College of Graduate Health Studies (CGHS).

The orthopaedics concentration provides advanced instruction in the diagnosis, evaluation, and patient care management of patients with orthopaedic conditions. The concentration prepares practitioners with advanced knowledge and skills in specific areas of orthopaedics enhancing the quality and effectiveness of patient care. These courses are offered in partnership with the ASHS Department of Interdisciplinary Studies-Department of Athletic Training.

The rehabilitation concentration provides advanced instruction in foundations of tissue healing, assessment and correction of movement dysfunction, and considerations for moving from rehabilitation to sport performance. The concentration prepares practitioners with advanced knowledge and skills in specific areas of rehabilitation enhancing the quality and effectiveness of patient care. These courses are offered in partnership with the ASHS Department of Interdisciplinary Studies-Department of Athletic Training.

The sports neurology and concussion concentration provides advanced instruction in the diagnosis, assessment, treatment, and management of patients with sport-related concussion and neurological injuries. The concentration prepares practitioners with advanced knowledge and skills in the sub-specialty of sports neurology and concussion. These courses are offered in partnership with the ASHS Department of Interdisciplinary Studies-Department of Athletic Training.

Length of Program

The DMSc program is a 36-credit hour program and can be completed in 15 to 36 months.

Tuition & Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $728 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Admission Deadline

Applications for the DMSc 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. Completed application materials must be submitted at least 4 weeks prior to the first day of the program.

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

The Doctor of Medical Science program is designed to be a postgraduate program for PAs who are, or have previously been (if retired), certified or licensed to practice as a PA. Persons eligible to matriculate in this program must satisfy all of the following criteria:

1. The applicant is a currently certified/licensed physician assistant or, if retired, previously certified/licensed to practice as a PA.
2. Completion of a master's degree from an accredited university recognized by the U.S. Department of Education.
    1. Applicants who graduated from a university outside the United States may be required to provide a degree equivalency evaluation.
    2. PAs without a master's degree may be eligible for the master's equivalency option.* See below for equivalency requirements and contact an Enrollment Counselor for additional information.
3. Candidates must have achieved a minimum overall graduate cumulative GPA of 3.0 (on a 4.0 scale).
4. The applicant must submit transcripts from qualifying degree institution(s), to include at least:
    1. Transcript showing completion of physician assistant program of study
    2. Transcript showing completion of a graduate degree (if physician assistant program did not confer a graduate degree)
5. Non-U.S. PA Programs Graduates:
    1. Physician Assistant/Associates (PAs) who graduated from a master's program, accredited by the appropriate governmental, regional or institutional body in the United Kingdom or Canada, and who have successfully passed that respective country's national certification examination (UK PA National Certification Exam; Canadian Physician Assistant Entry to Practice Certification Examination), are eligible to apply to the DMSc program.
    2. Please note: Non-U.S. trained PAs, who graduate from the DMSc degree, do not qualify to be certified by the NCCPA. According to the current United States Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requirements "To practice as a PA in the United States one must graduate from an ARC-PA accredited program and be certified by the NCCPA." http://www.arc-pa.org/frequently-asked-questions/non-us-health-care-professionals/
    3. Canadian and UK applicants who have graduated from a non-U.S. college or university should submit acceptable evidence of U.S. degree/course equivalency. All course work taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

        World Education Services
        P.O. Box 5087 Bowling Green Station
        New York, NY 10274-5087
        p: 212.966.6311 | f: 212.739.6139
        www.wes.org

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

        American Assn. of Collegiate Registrars & Admissions Officers
        One Dupont Circle, NW, Suite 520
        Washington, DC 20036-1135
        202.293.9161
        www.aacrao.org

        Josef Silny & Associates, Inc.
        International Education Consultants
        7101 SW 102 Avenue | Miami, FL 33173
        p: 305.273.1616 | f: 305.273.1338
        www.jsilny.com

        Intl. Education Research Foundation, Inc.
        PO Box 3665 | Culver City, CA 90231-3665
        310.258.9451
        www.ierf.org

6. The applicant must complete an admissions application, to include at least:
    1. A current and comprehensive curriculum vita
    2. Non-refundable application fee
7. The applicant must be fluent in English (the language of instruction of this program). When the applicant speaks and/or writes in English as a second language, the applicant must submit Test of English as a Foreign Language (TOEFL) scores for review. Acceptable minimal TOEFL scores for ATSU-ASHS applications are:
    1. Acceptable IELTS score is an overall band score: 6.5
    2. Internet-based total score: 80
8. Applicants who speak and/or write English as a second language who have previously graduated from a college or university accredited by the U.S. Department of Education with a bachelor's degree (or higher) are exempt from this requirement. Applicants who believe the TOEFL requirement should be waived may petition the Physician Assistant Department chair in writing.

The applicant must be able to meet the minimum technology specifications for students accepted to ATSU-ASHS online programs for the entirety of the doctoral program.

*Master's Equivalency Option

The master's equivalency option provides an opportunity for US licensed PAs who earned a non-master's PA degree from

an ARC-PA accredited degree program, to qualify for admission to the Doctor of Medical Science (DMSc) program.

To be eligible, all applicants must have a minimum of a bachelor's degree and earned a minimum GPA of 3.0 in their PA studies degree program. To meet the master's equivalency, the PA applicant must meet and document in a portfolio at least one (1) of the criteria below:

- An approved post-professional PA certificate, residency, or fellowship (minimum of 3-months); or
- A Certificate of Added Qualification (CAQ) offered by the NCCPA; or
- At least 15 credit hours of graduate-level education with an earned GPA of 3.0 or higher in each course completed; or
- Maintained a minimum of ten (10) or more years of continuous NCCPA certification maintenance

Selection of Applicants

Applications for the next start date are reviewed on an ongoing basis by the DMSc admission committee. The admission committee reserves the right to accept, reject, or defer an application. Applicants receiving a letter of acceptance are granted a specified time period to notify the program of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation:

- Signed admission agreement
- Criminal background check through the ATSU approved vendor

International Student Admission

This online program is open to international applicants from the UK and Canada. The DMSc program welcomes PAs from Canada and the United Kingdom to apply. Canadian and U.K. applicants must be a currently certified/licensed physician assistant/associate or, if retired, previously certified/licensed to practice as a PA.

Physician Assistant/Associates (PAs) practicing in Canada and the U.K. are eligible to apply if they graduated from a PA master's program, accredited by the appropriate governmental, regional, or institutional body, and have successfully passed that respective country's national certification examination.

Non-U.S. trained PAs, who graduate from the DMSc program, do NOT qualify to be certified by the NCCPA. According to the current United States Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requirements, "To practice as a PA in the United States one must graduate from an ARC-PA accredited program and be certified by the NCCPA." Learn more at arc-pa.org.

Advanced Standing

Advanced Standing allows eligible applicants 12 credit hours of advanced standing credit to be applied toward the DMSc degree program. Applicants requesting Advanced Standing credit must submit the Advanced Standing credit request form at the time of application To be eligible for Advanced Standing credits, one of the following criteria must be satisfied:

1. Category A: PA Master's Program Graduates with Clinical Training
   - Eligibility: Graduated from an accredited master's-level PA program within the seven (7) years of matriculating into the DMSc program.
2. Category B: PA Residency or Fellowship
   - Eligibility: Completed a recognized 12-month post-graduate residency or fellowship with accreditation/recognition by ARC-PA or APPAP.
3. Category C: NCCPA Certificate of Added Qualification (CAQ)
   - Eligibility: Holds a current CAQ issued by NCCPA in any specialty.
4. Category D: Documented Formal Leadership Role
   - Eligibility: Currently holds or has held a formal leadership role in healthcare. Qualifying roles include Chief PA/APP, Clinical/Medical Director, Lead PA, PA Program Director/Associate Director, or comparable roles approved by the Committee. A minimum of two (2) years must be demonstrated.
5. Category E: Significant Leadership and Scholarship
   - Eligibility: Demonstrates sustained professional leadership and scholarly activity. Evidence of leadership and/or scholarship must be verifiable.

Transfer Credits

The DMSc program allows a maximum of 12 transfer credit hours. Applicants requesting transfer credit must submit the transfer credit request form at the time of application. Approved transfer credits may be applied to the appropriate core or concentration courses. Transfer credits must have been earned within seven (7) years of matriculation to the DMSc program. Credits older than seven (7) years cannot be accepted.

Program Policies

Grading

The DMSc program uses a P/F (Pass/Fail) grading scale and adheres to the **University grading scale**. Students must achieve a minimum of 80% to pass each course in accordance with the grading policy outlined in the syllabus for each course.

Auditing a Course

DMSc does not allow auditing of courses at this time.

Appealing a Grade

Students who wish to file an academic appeal concerning a course grade should visit the **Academic Appeals policy** located within the ATSU Policies section of the Catalog.

Incomplete Grade

The DMSc program adheres to the **University Incomplete Grade Policy**.

Directed Studies

DMSc students who have not completed all Capstone course requirements will be enrolled in "DMSC7999: Directed Studies" and pay the tuition/fees for the course. This course does not count toward the required 27-credit hours to complete the DMSc degree.

Plagiarism

Plagiarism is the presentation of another's work as if it were one's original. Proper and complete citation and reference, in accordance with AMA 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

All assignments submitted for a grade 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 AMA 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:

- Dismissal from the program.

Academic Probation

Progression in the Doctor of Medical Science (DMSc) program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression will result in the student being placed on academic probation. Students failing one (1) course will automatically be placed on academic probation until they have successfully passed the failed course.

Dismissal

Dismissal from the DMSc program may be determined as the result of, but not limited to, the following conditions: (1) Failure of two or more courses; (2) Continued academic probation; (3) violation of the Student Code of Academic or Behavioral Conduct; or (4) Failure to receive a passing grade in every course. Additional information on academic probation and dismissal can be found in the **Arizona School of Health Sciences** section of this catalog.

If a student meets the requirements of the probationary period, he or she is removed from academic probation and returned to good academic standing. DMSc students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program director for re-entry.

Academic Review Board (ARB)

Students who fail any course(s) in the DMSc program are automatically placed on academic probation and referred to the Academic Review Board (ARB). Students will receive a formal meeting notice via ATSU email. Students have the right to attend and/or provide a written response to the ARB. Progression in the DMSc program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression is grounds for an academic dismissal from the DMSc program. Separately from the ARB process, students also have the right to submit an academic appeal of the course failure(s) to the DMSc Director per the **Academic Appeals policy** located within the ATSU Polices section of the Catalog.

Course(s) or Program of Study Withdrawal

Students who have been inactive one (1) semester may resume their program of study by contacting the DMSc Administrative Manager to register for courses prior to the registration deadline.

DMSc students who are not registered for courses in a semester/block are considered in Incomplete-Withdraw status and must register for courses in the following semester or will be administratively withdrawn from the program. In most instances, students withdrawn from ATSU, regardless of the reason, must apply for re-admission and fall under the most recent academic catalog and admission requirements.

DMSc students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

For the specific policy on voluntary and administrative withdrawal, please see the **Withdrawal from School** within the ATSU Policy section of the University Catalog.

Academic Standards, Guidelines, and Requirements

Academic Standing

In order to maintain good academic standing, students must receive a passing grade ("P") on all courses. The DMSc program is a Pass/Fail grading system and does not calculate a GPA. Academic standing is evaluated after each semester block.

Participation and Attendance in Courses

Attendance for each course is taken the first week of class. Students are required to complete the Acknowledge the Syllabus assignment to have attendance accepted. Students failing to complete this requirement may be removed from the course and administratively withdrawn.

Weekly continuous participation is expected in all class activities. Discussion post assignments are required every week. The academic week is from 12:00 AM Arizona time Monday morning through 11:59 PM Arizona time the following Sunday. Participation is defined as having completed one or more of the activities required in any week. These can include:

- Discussion postings
- 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 is considered absent and will be administratively withdrawn from the course(s).

Course Access

Students are granted course access the Friday prior to the first day of class. Classes begin on Mondays.

Changing Selectives or Semester Load

Upon acceptance of admission, students receive an Academic Degree Plan (APD), which outlines the required courses to complete the DMSc program. Students select two (2) elective courses from the list of electives. Students wishing to change the selected electives either before or during the program MUST contact the program to request an updated ADP. To remain eligible for financial assistance, students must be enrolled in at least five (5) credit hours each semester.

Inclement Weather/Power Outage Policy

In the event a major weather occurrence or wide-spread power outage 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 or power-outage occurrence is not widespread.

Late Assignment Policy

In the event you are unable to submit work to Canvas by the deadline due to technology issues, you must:

- Notify your instructor; and
- Open a ticket with IT or call1-800-626-2200. Keep the ticket number as documentation the issue has been reported.
- Once the IT issue has been resolved, you should then submit your work through Canvas for grading.

Course Cancellation

In the unlikely event that the institution has to cancel a course, any student enrolled prior to a course cancellation will receive a full refund of tuition paid.

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.

Graduation Requirements

To earn a Doctor of Medical Science online, all students must:

- Complete all prescribed courses.
- Pass all courses with a grade of 'Pass'.

Attendance at commencement is not required but highly recommended

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Physician Assistants 29-1071.00.

Courses

Descriptions and Credit Values

Students take all core courses and the concentration courses as listed in their approved academic degree plan.

Core Courses

All students must take the core courses.

DMSC 7000 - Medical Writing

3 credit hours

This course examines, in practical terms, the elements required for successful publication of a journal article or health policy review. This course encourages good writing skills through choosing better words, writing better sentences, and preparing better tables, graphs, and photographs. All students are required to develop and submit a quality paper that meets the requirements for publication in a peer-reviewed professional or biomedical journal. The learner will demonstrate the ability to effectively organize and structure information in written form. This course is a pre-requisite for DMSC 7030. Corequisite: DMSC 7005.

DMSC 7005 - Foundations for Doctoral Study

2 credit hours

This course provides doctoral learners with instruction on the use of the Canvas learning management system, Google suite, an introduction to AMA writing style and formatting, how to use the Still Memorial online library services, using the University Writing Center, proper use of AI in scholarly work, and will receive a primer on the capstone process and learning to appraise research literature. Students also learn effective time management and work life balance skills to ensure success in the DMSc program. Pre-requisite for: DMSC7030 Corequisite: DMSC7000.

DMSC 7010 - Community Assessment & Health Promotion

3 credit hours

This course will introduce the Community Health Assessment (CHA) as a key component of evaluating the broader community health improvement process. Students will learn to objectively analyze community health data to identify priority issues, develop and implement effective health promotion strategies, and measure the effect of community health initiatives on a variety of community health indicators. Students will be exposed to current methods for conducting a community needs assessment. Discussions will center on choosing strategies that are culturally sensitive, clinically appropriate, and cost-effective.

DMSC 7020 - Social & Behavioral Determinants of Health

3 credit hours

This course will serve as an introduction to the social, cultural, behavioral, and economic factors that influence health status and population health interventions. The student will improve insights on 3 populations they have worked with or those they may work with in the future.

DMSC 7030 - Research Methods in Healthcare

3 credit hours

This course will provide students with foundational skills and knowledge in preparation for the applied project in the Capstone courses. This course will describe qualitative, quantitative and mixed methods research methodologies and the proper selection of methodology based on the research question. Additional topics include how to develop study questions, conducting a peer-reviewed literature review, critical analysis of study results and research methodologies, and ethical considerations in human subject's research. A variety of data collection and analysis strategies will be reviewed. An introduction to Capstone I will also be covered. Pre-requisite for DMSC8300

DMSC 7040 - Quality Improvement in Healthcare

3 credit hours

This course will include components of The Institute for Healthcare Improvement (IHI) curriculum to the prepare students to lead the development and maintenance of quality management in clinical and business settings. Students will develop foundational fluency in methods of healthcare data collection and industry-standard metrics of clinical quality and patient safety. Implementation analysis of quality improvement PDSA cycles, root cause, and systems analysis will also be reviewed. Through team-based learning, students will explore how quality metrics enable evidence-based clinical and business decision-making.

DMSC 8300 - Capstone I

3 credit hours

This is the first of a three-course series designed to guide each student through the process of developing and conducting a Doctoral Capstone Project. The project must be of sufficient scholarly effort to satisfy the expectation of rigorous, professional, doctoral level work equivalent to original research. The capstone project will be designed to target a problem in either clinical practice, the health system, PA education, or the PA professional sphere. During the capstone course sequence, each student will work closely with their facilitator as they progress from conceptualization to completion of the research or translational project. In Capstone I, each student will apply methods from the Research Methods in Healthcare course to identify a topic of interest, develop a proposal, and conduct a narrative literature review to demonstrate mastery of their project topic. Pre-requisities: DMSC7000 and DMSC7030

DMSC 8310 - Capstone II

2 credit hours

The second course in the three-course capstone series focuses on the planning and preparation for conducting the Doctoral Capstone Project. Students will plan for the collection and analysis of data, literature or other relevant information required to support a rigorous and scholarly effort. Students will prepare and submit an IRB (or comparable regulatory agency) application. Finally, students will plan for the operational challenges of locating, collecting,

managing and processing requisite information to address their Doctoral Capstone Project question. Pre-req: DMSC8300: Capstone I

DMSC 8320 - Capstone III
2 credit hours
The third and final course in the capstone series focuses on the final preparation and dissemination of a scholarly product targeted at publication or presentation at a state or national level meeting or appropriate publication. At the culmination of the student's capstone efforts, dissemination of knowledge to the profession should be expected, even if results are unfavorable. Acceptance for publication or presentation is not factored into the final project grade, but submission for publication/presentation, even outside of the term schedule, is a professional expectation. Each final applied research product or scholarly project will be presented and reviewed by the assigned capstone facilitator. Pre-req: DMSC8310 Capstone II

Education Course Concentration
The Education Course Concentration is designed for PAs who are current educators and to advance their skills, or move into education and develop their teaching skills for academic and clinical environments.

DMSC 8100 - Adult Learning Theory
3 credit hours
Effective and efficient teaching requires an understanding of how adults learn. This course examines the learning process, particularly as it differs for adults. Topics include theories of behaviorism, cognitivism, humanism, constructivism, and social and adult learning; major learning style theories; andragogy versus pedagogy; and motivation for learning as it applies to informal and formal education and training. Utilizing this basis, students will examine how to apply these theories to the design, implementation, and assessment process.

DMSC 8110 - Curriculum Design & Delivery
3 credit hours
This course will introduce students to methods and best practices for medical education curriculum design and prepare students to be conversant in the foundational research literature of education for adult students. Students will design systems-based learning modules within their medical specialty. An introduction to psychometric principles will prepare students to create high-quality assessment items.

DMSC 8130 - Assessment & Evaluation Methods
3 credit hours
This course will describe best practices for measurement and assessment in education. Topics will include the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpretation of assessment scores and norms. Learners will develop instructional objectives, a variety of assessment items and assessment formats, and will construct rating 3 scales, rubrics, and interpret assessment psychometrics.

DMSC 8120 - Educational Technology
3 credit hours
Computers, simulators, and even smartphones have become ubiquitous in education both in and outside of the classroom. This course will present best practices in utilization of technology in teaching and provide the learner the opportunity to learn course management through an LMS, develop familiarity with audience response technology (e.g., clickers), develop competence in office productivity software for common educational tasks, and explore hardware and software essential to producing asynchronous curriculum delivery and assessment (e.g., webcam, interactive publishing).

OR

DMSC 8140 - PA Program Administration
3 credit hours
This course will cover programmatic topics relevant to the administration of entry-level PA degree programs. Topics include strategies for leading and teaching diverse learners, budget and financial management and administration, faculty and staff development, recruiting faculty and staff, critical issues in student affairs and legal issues in higher education, foundations of marketing management, program evaluation, strategic planning, and leadership advancement.

Leadership Course Concentration
The Leadership Course Concentration is designed to provide PAs with foundational leadership knowledge focused on healthcare administration, economics, and healthcare policy to advance within healthcare systems.

DMSC 8200 - Leadership Principles for PAs
3 credit hours
This course will provide the learner with an understanding of how perceptions and thinking influence behavior in the workplace, and the skills necessary to manage conflict and lead change in teams, organizations, community partnerships, and health initiatives in their role as a physician assistant. Strategies for creative problem solving, communication and improved management practices will be explored. Previous course name "Organizational Leadership" (2025-26 and prior).

DMSC 8210 - Health Economics
3 credit hours
Economics is a major influence in shaping health policy in the United States. An effective healthcare leader must be fluent with the basic health economic theory to guide their organization. This course will discuss such topics as demand,

supply and market equilibrium, scarcity, risk aversion, moral hazard, adverse selection, quality of care and pay for performance to provide the student with a grasp of the market forces on the U.S. healthcare system.

DMSC 8220 - Ethical Considerations in Health Administration

3 credit hours

This course will provide an overview of the principles of medical ethics (autonomy, beneficence, and justice that relate to healthcare. The discussion will review some of the ethical challenges faced in healthcare and health administration, the ethical of human- subjects research, and the right to privacy and consent to treatment. The responsibilities and boundaries of the patient-healthcare provider relationship and the conflicting demands of providing quality care with limited resources will be addressed, as will the relationship and responsibilities of healthcare providers to society. Case studies will be included to develop ethical reasoning skills applicable to daily practice.

DMSC 8230 - PAs in Healthcare Policy & Advocacy

3 credit hours

This course will explore the evolving role of the PA in the structure of the current U.S. healthcare system; the challenges of access, cost, and quality; and the process of healthcare policy development. The evolution of healthcare reform will be used to illustrate the development of healthcare policy, including the Affordable Care Act (ACA). The impact of the ACA on PA practice, patient healthcare access, cost, and quality and projections for the future of the ACA will be analyzed.

Professional Concentration

The Professional Concentration allows students to customize an individualized clinical learning plan with structured learning experiences to develop additional medical professional knowledge and skills. The Learning Plan proposal defines the goals and outcomes the learner will achieve by the end of the four-course sequence. The practicum courses provide a blank canvas that allows the student to tailor the Learning Plan to their area of interests. Patient contact hours are not required.

Students enrolled in the advanced standing option are assigned to the Professional Practicum concentration. The transfer/associated credits are applied to the four (4) practicum courses listed below.

DMSC 8400 - Professional Practicum 1

3 credit hours

The first in a series of structured practicum experiences to further the student's professional practice based on their approved Learning Plan (LP). In this course, students will identify and develop target competencies to fulfill the practicum requirements. The approved LP will guide the student throughout the practicum experience.

DMSC 8410 - Professional Practicum 2

3 credit hours

The second in a series of structured practicum experiences to further the student's professional practice based on their approved Learning Plan (LP) established in DMSC 8400. DMSC8400: Professional Practicum I

DMSC 8420 - Professional Practicum 3

3 credit hours

The third in a series of structured practicum experiences to further the student's professional practice based on the approved Learning Plan (LP) established in DMSC 8400. DMSC8410: Professional Practicum II

DMSC 8430 - Professional Practicum 4

3 credit hours

The final course in a series of structured practicum experiences to further the student's professional practice based on the approved Learning Plan (LP) established in DMSC8400. At the completion of this course, the student should have attained all of the competencies outlined in the LP. DMSC8420: Professional Practicum III

Global Health Course Concentration

The Global Health Concentration provides students with an understanding of global health issues, world politics impacting healthcare, and global health ethics in healthcare. Students taking this concentration will be in class with students from the doctor of health sciences and kinesiology programs. These courses are offered in partnership with the ATSU College of Graduate Health Studies (CGHS).

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

DHSC 8110 - Global Health Issues

3 credit hours

This course introduces 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.

DHSC 8120 - Globalization & World Politics

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.

DMSC 8230 - PAs in Healthcare Policy

3 credit hours

This course will explore the evolving role of the PA in the structure of the current U.S. healthcare system; the challenges of access, cost, and quality; and the process of healthcare policy development. The evolution of healthcare reform will be used to illustrate the development of healthcare policy, including the Affordable Care Act (ACA). The impact of the ACA on PA practice, patient healthcare access, cost, and quality and projections for the future of the ACA will be analyzed.

Public Health, Emergency Preparedness, and Disaster Response Course Concentration

This concentration provides students with an understanding of emergency management systems, introduces them to various forms of disasters and public health threats, as well as to various response skills essential to public health. Students who successfully complete this concentration will also earn three FEMA certificates and a certificate in contact tracing. Students enrolled in this concentration will be in class with students from the doctor of health sciences and public health programs. Students enrolled in this concentration will be in class with students from the public health program. These courses are offered in partnership with the ATSU College of Graduate Health Studies (CGHS).

PUBH 5000 - Introduction to Public Health Concepts

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.

EPID 6100 - Epidemiology

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

SHMG 6000 - Global Health Issues

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

Public Health Workforce Concentration

This concentration will provide students with an understanding of public health issues, disparities, and inequalities, along with emergency preparedness and disaster response for healthcare workers.

PUBH 5000 - Introduction to Public Health Concepts

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.

EPID 6100 - Epidemiology

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19

3 credit hours
Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

PUBH 7550 - Community Health Assessment and Program Development

3 credit hours
This course integrates the principles and practices of community-based health assessment and program planning, including concepts such as identifying community health needs, engaging stakeholders, identifying data and funding sources, evidence-based interventions, and program evaluations.

OR

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours
For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

Orthopaedics Concentration

This concentration will provide advanced instruction in the diagnosis, evaluation, and patient care management of patients with orthopaedic conditions. The concentration prepares practitioners with advanced knowledge and skills in specific areas of orthopaedics enhancing the quality and effectiveness of patient care. These courses are offered in partnership with the ASHS Department of Interdisciplinary Studies-Department of Athletic Training.

ATRN 7410 - Orthopaedic Diagnostic Evaluation

3 credit hours
This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, 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. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

ATRN 7420 - Orthopaedic Management

3 credit hours
This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

ATRN 7430 - Orthopaedic Imaging and Labs

3 credit hours
This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

ATRN 7440 - Orthopaedic Surgical Considerations

3 credit hours
This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The

course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

Rehabilitation Concentration

This concentration will provide advanced instruction in foundations of tissue healing, assessment and correction of movement dysfunction, and considerations for moving from rehabilitation to sport performance. The concentration prepares practitioners with advanced knowledge and skills in specific areas of rehabilitation enhancing the quality and effectiveness of patient care. These courses are offered in partnership with the ASHS Department of Interdisciplinary Studies-Department of Athletic Training.

ATRN 7210 - Foundations of Tissue Healing

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, muscle, articular cartilage, and peripheral nerves 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. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

ATRN 7230 - Assessment of Movement Dysfunction

3 credit hours

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

ATRN 7240 - Corrective Techniques for Movement Dysfunction

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 neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

ATRN 7250 - Rehabilitation Considerations for Sport Performance

3 credit hours

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

Sports Neurology and Concussion Concentration

This concentration will provide advanced instruction in the diagnosis, assessment, treatment, and management of patients with sport-related concussion and neurological injuries. The concentration prepares practitioners with advanced knowledge and skills in the sub-specialty of sports neurology and concussion. These courses are offered in partnership with the ASHS Department of Interdisciplinary Studies-Department of Athletic Training.

ATRN 7310 - Foundations of Sport Neurology

3 credit hours

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport

3 credit hours

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7330 - Classification and Management of Traumatic Head Injury

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7340 - Assessment and Management of Complex Patients with Concussion

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

Continuing Enrollment

Students who are approved for a continuation to the Capstone courses (DMSC8300, DMSC8310, and/or DMSC8320) will be enrolled in DMSC7999 for one (1) credit hour and required to pay the tuition and fees for the course. DMSC7999 is a place-holder allowing students additional time to complete the Capstone course. Credits earned for DMSC7999 do not count toward the required 36 credit hours to complete the DMSc degree.

DMSC 7999 – Directed Studies

1-3 credit hours

Directed studies may be required as assigned by the program chair.

Occupational Therapy, OTD

Doctor of Occupational Therapy

This is an entry-level doctoral program for individuals wishing to become occupational therapists. The mission of the Doctorate of Occupational Therapy program is to prepare highly competent entry-level occupational therapy practitioners committed to holistic, client-centered, science-informed practice who value health equity, diversity, team-based health care and community-based practice designed to enhance the life participation and social inclusion of individuals, families, groups and vulnerable populations across the lifespan.

The Doctor of Occupational Therapy program at A.T. Still University builds upon entry-level practice competencies through advanced training in social determinants of health, innovative occupation-based program development, practice-based evidence, leadership and advocacy aimed at improving individual, community and population health and well-being.

Philosophy of the Occupational Therapy Program

The philosophical base of the ATSU OTD program rests on the beliefs that Occupational Therapy:

- Uses a holistic client-centered perspective including consideration of social determinants of health
- Supports lifelong learning and professional development
- Promotes ethical and evidence-based practice
- Cultivates community and supports social responsibility
- Collaborates among interdisciplinary professionals and teams
- Integrates innovation into healthcare and education
- Champions leadership and advocacy within the profession
- Demonstrates the distinct value of the profession through research and scholarship

Occupations are a therapeutic means to an end to facilitate function, health, and quality of life (AOTA, 2017) The program adheres to the belief that students are active learners who acquire knowledge best when they can integrate theoretical and didactic content through experiential learning activities in the classroom, clinic, and community. Foundational concepts are introduced in an integrated manner as students learn to build on simple concepts and apply them to practice. Learning is accomplished when instructors engage students in learning communities with ongoing discourse that facilitates understanding, analyzing, critically evaluating, and applying the information presented.

The faculty are committed to learning-centered teaching and incorporating teaching and learning activities, which support diverse learners. Faculty maintain expertise in their content areas via engaging in regular continuing education and pursuing opportunities in the community to further their skills as both educators and clinicians.

The curriculum is designed to engage students in occupation-based practice to support health and wellbeing for individuals and diverse populations. Additionally, coursework and the experiential components of the program facilitate the development of innovative occupation-based programming that meets the needs of clients, populations and underserved communities. Faculty and students work collaboratively on endeavors that include community service and dissemination of scholarly projects.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. American Journal of Occupational Therapy, 71(Suppl. 2), 7112410045. https://doi.org/10.5014/ajot.2017.716S06

Accreditation

The Entry-Level Doctor of Occupational Therapy program has been approved by the Arizona State Board for Private Post-Secondary Education.

The Entry-Level Doctor of Occupational Therapy program at ATSU is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814 ACOTE's telephone number, c/o AOTA is 301.652.6611. ACOTE website: www.acoteonline.org

Length of Program

The entry-level Doctor of Occupational Therapy program is a full-time program with 30-months in class, fieldwork and capstone, 36-months in total with breaks. The Program is offered in a residential format, culminating in the Occupational Therapy Doctorate (OTD) degree. The Doctor of Occupational Therapy program will consist of 32 Occupational Therapy courses, representing 108 credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2029, year 1
Tuition: $41,330
Student Technology Fee: $1,484

Class of 2028, year 2
Tuition: $42,340
Student Technology Fee: $1,484

Class of 2027, year 3
Tuition: $42,340
Student Technology Fee: $1,484

Admissions

Application Process

Applications to the residential entry–level Doctor of Occupational Therapy program are processed through 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 660.626.2237.

Application Deadline

Applications for the entry-level Doctor of Occupational Therapy 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

1. Applicants accepted for admission will have earned a baccalaureate degree from a college or university accredited by a US Department of Education institutional accreditor prior to matriculation.
2. Applicants must have achieved a minimum 3.00 cumulative GPA overall, a minimum of 3.0 cumulative grade point average for the last 60 credits, or if under a minimum of 3.0 cumulative grade point average for the last 60 credits there may be special considerations for a holistic approach.
3. Applicants are required to submit all official college or academic transcripts.
4. Applicants are required to obtain a minimum of 30 contact/observation hours in the occupational therapy field. More than one setting is recommended. Applicants may observe A.T. Still University occupational therapy courses on campus to obtain observation hours by request. Applicants must contact the A.T. Still University OT admissions committee to coordinate the on campus class observation by emailing rebeccawolf@atsu.edu.
5. Applicants must secure two (2) professional or academic letters of recommendation, one of which must be written by an occupational therapist or other licensed healthcare professional. The admissions committee will not accept letters of recommendation from friends, family members, or educational consulting services.
6. Applicants who are considered potential candidates will be invited to participate in an applicant interview process.
7. Applicants must complete all prerequisite courses by the end of the academic term prior to matriculation at ATSU.
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.
9. Admitted students must obtain and maintain Health Care Provider level of CPR certification from either the American Heart Association or the American Red Cross. Verification must be submitted to the Occupational Therapy department prior to enrollment.
10. Admitted students are required to submit to a criminal background check at their own expense. 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 admitted students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. You can find information on the methods by which you can demonstrate your English Proficiency in the General Admissions section.
12. Applicants who wish to be considered for more than one ATSU-ASHS program, including both Occupational Therapy programs, MSOT and OTD-entry level (and including Physical Therapy, Physician Assistant, Audiology, Speech Language Pathology), must submit separate application fees, transcripts and references. 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. Application materials are not transferable from one application year to another, unless an applicant was granted deferred admission. Each ATSU program has separate initial application platforms (i.e., OTCAS for occupational therapy applications).
13. Applications for the Doctor of Occupational Therapy-entry level program are processed on a rolling admissions basis, which means that seats are offered to qualified applicants beginning in August and ending when all seats are filled. For that reason, applicants are encouraged to apply early as seats fill quickly. Point of entry into the program is only once each academic year with classes beginning in mid-July.

Prerequisite Courses

- Human Anatomy: one course with lab, minimum of 4 semester (6 quarter) hours
- Human Physiology: one course with lab, minimum of 4 semester (6 quarter) hours
    - Note: Human Anatomy/Physiology I and II may be substituted for the above courses
- Science: In addition to numbers one and two above, one course for a minimum 3 semester (4 quarter) hours each from one of the following: General Biology I & II, Microbiology, Chemistry (Physical, Organic, Biochemistry) or Physics. Preference for courses with lab.

- Statistics: one course for a minimum 3 semester (4 quarter) hours. Course must be behavioral, education, psychological or mathematical statistics.
- Lifespan Human Development: This requirement can be met by having one course, for a minimum 3 semester (4 quarter) hours that covers human development from birth through gerontology OR by having both a Child development course, for a minimum 3 semester (4 quarter) hours, and a Gerontology/Psychology of Aging course, for a minimum 3 semester (4 quarter) hours
- Abnormal Psychology: one course for a minimum 3 semester (4 quarter) hours
- Sociology OR Cultural Anthropology: one course for a minimum 3 semester (4 quarter) hours
- English: One course of composition, grammar/literature, for a minimum 6 semester (8 quarter) hours. AP credit accepted.
- Medical Terminology: one course for a minimum 1 semester hour (1 quarter) hour or proof of successfully completed online course (subject to admissions committee approval).

3+3 Partnership

ATSU-ASHS has partnered with Arizona State University's Kinesiology and Clinical Exercise Science degree programs and with Truman State University to offer an accelerated path. Students complete 90 undergraduate credit hours at ASU or TSU and meet the OTD program's admission requirements, matriculate into the OTD program. ASU or TSU awards a baccalaureate degree upon successful completion of the first year of the OTD program.

International Student Admissions

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Graduation Requirements

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

- Completion of all didactic coursework with a passing grade ("C" or better) and maintaining a minimum cumulative GPA of 2.75.
- Complete a minimum of 6 hours of volunteer work per semester for the first three semesters of your curriculum (total=18 hours).
- Completion of all Level II fieldwork with a passing score within 24 months of completion of didactic coursework.
- Complete Doctoral Inquiry Seminars IV and V with a passing grade within 12 months of completion of all Level II fieldwork.
- Participation in the NBCOT preparation workshop.
- Discharge of all financial obligations to ATSU-ASHS.
- Attendance at commencement activities and graduation.
- Filing of all necessary graduation forms with the ATSU Registrar-Enrollment Services Office at the below address:

  800 West Jefferson Street
  Kirksville, MO 63501
  Telephone: (800) 626-5266 Ext. 2356

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Occupational Therapists 29-1122.00.

OTD Program Goals and Outcomes

Graduates from the OTD program will be able to:

- 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.
  - Approach occupational therapy practice from a holistic viewpoint, incorporating all aspects of the individual's or group's life and culture.
  - Incorporate the therapeutic use of self through collaboration with others.
- Demonstrate the ability to 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.
- Identify and demonstrate elements of health and wellness in their own lives, serving as a model for others.
- Facilitate interventions, activities and programming to promote health and well-being for all clients.
  - Select appropriate evaluation processes and tools for assessing function based on occupational therapy frames of reference and models of practice.
  - Develop and implement appropriate occupational therapy treatment plans and interventions that reflect client needs including cultural, socioeconomic, age, gender and lifestyle factors.
  - Modify and revise treatment goals and interventions based on the client's progress.
  - Develop and implement programming that facilitates responsibility for personal health and quality of life.
- Understand health disparities and the cultural influences on health and quality of recovery.
- Engage in interventions, activities and programming to serve the underserved.
- Understand the Occupational Therapy Code of Ethics, and demonstrate moral responsibility and ethical practice during their professional training.
  - Demonstrate critical thinking, problem solving, and decision-making that reflect ethical occupational therapy practice.

- Demonstrate a commitment to their profession, by participating in professional organization activities and/or scholarship opportunities.
- Communicate the value of occupations, helping all clients to identify the meaningful activities that promote engagement in life.
    - Articulate and demonstrate the role and value of occupational therapy to the public and other health care professionals.
- Utilize occupations, in many forms, as a means to achieve health and wellness for all clients.
- Demonstrate entry-level skills needed for management and administration of occupational therapy services, including leadership, advocacy, marketing, and consultation.
- 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.

Advanced Practice Doctoral Goals & Outcomes

- Utilize a systematic approach to program development and evaluation in practice to evaluate effectiveness and outcomes of occupational therapy services.
- Develop a critical understanding of social determinants of health and their relevance to occupational access, opportunities, and equity.
- Apply leadership and advocacy skills to influence policy, processes, and systems change to improve and enhance occupational therapy services.
- Develop leadership and advocacy goals for personal and professional growth in the area of social responsibility for occupational equity and health equity.
- Explore opportunities for occupation-based program development to improve community health, well-being, participation and social inclusion of diverse population groups.
- Integrate social and occupational determinants of health to educate clients on preventive care, health promotion, and quality of life.
- Demonstrate commitment to science-informed practice, a scholarly approach to practice and contribute to the building of practice-based evidence.

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 graduates are then eligible to apply for state licensure. All states within the United States require licensure in order to practice occupational therapy.

National Board for Certification in Occupational Therapy (NBCOT)

NBCOT is located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, website: www.nbcot.org. Upon passing the NBCOT exam, Entry-Level Doctor of Occupational Therapy graduates are then eligible to apply for state licensure. All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, web: www.nbcot.org. Upon passing the NBCOT exam, Entry- Level Doctor of Occupational Therapy graduates and Entry-Level OTD 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. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OTD Program to MSOT Program Transfer Policy

OTD students can petition to transfer to the MSOT program at only one point in the curriculum. The transfer must occur before the start of the second-year fall semester. At the end of the first year spring semester, the student will write a formal letter to the OT Department Chair requesting the transfer to MSOT program and providing reasons for the transfer request. The OT Department Chair will confer with the OT Department faculty regarding this decision. After that point, regardless of extenuating circumstances, the student will not be permitted to transfer and will continue in the OTD program. University leave policies will be applied to help alleviate and or address life circumstances that are impacting academic progression. This information is available in the **ATSU Policies** section.

Administrative transfer: In cases where a matriculated OTD student demonstrates a pattern of ongoing difficulties in meeting the academic rigor and expectations for the doctoral courses, the faculty may recommend that the student transfer to the MSOT program. If a student has an administrative transfer, this may extend the student's academic schedule.

The MSOT program requires completion of courses that are unique to the MSOT curriculum. Relevant accreditation standards are mapped to these courses that must be met prior to graduation. The administrative transfer to the MSOT program may therefore delay graduation as courses are offered only once each year.

In cases of extenuating circumstances, regardless of the degree program the student has matriculated into, i.e., MSOT or OTD, the University's academic and absence policies will apply.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

OTDE = Doctoral program only courses
OCTH = Courses common to the master and doctoral programs

First Year Fall Semester

ASHS 6100 - Human Anatomy I

4 credit hours

This course is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems and regions. It is also intended to build on foundational human anatomy using prosected human donors, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to understand the conceptual and functional design of the human body (specifically, anatomy of the nervous and circulatory systems, upper extremity, back, and trunk) and apply their knowledge to their clinical practice, allowing them to think critically and ultimately improve patient care.

ASHS 6200 - Human Anatomy II

4 credit hours

This course is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems and regions. It is also intended to build on foundational human anatomy using prosected human donors, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to understand the conceptual and functional design of the human body (specifically, anatomy of the trunk, lower extremity, head and neck) and apply their knowledge to their clinical practice, allowing them to think critically and ultimately improve patient care.

OCTH 5125 - Conditions Impacting Occupational Performance

3 credit hours

This course will address common medical conditions, across the life span, that occupational therapists encounter in practice. Students will learn about the changes to body structure and body function associated with orthopedic and neurological conditions and to apply the OT practice framework to analyze the impact of these conditions on daily occupations.

OCTH 5210 - Foundations I: History & Philosophy of Occupational Therapy

2 credit hours

This course explores the foundations of occupational therapy and the philosophical, social, political, and economic influences that have shaped the profession. Students will consider how diverse perspectives, the growth of modern medicine, and rehabilitation paradigms have contributed to its development.

OCTH 5120 - Pathophysiology

2 credit hours

This course will discuss the etiology, pathogenesis, and disease manifestation in body structures/body functions with emphasis on the signs and symptoms of disease and their subsequent impairments. Conditions typically seen by occupational therapists will be discussed to form connections between impairment, activity limitations, occupational and performance issues.

OCTH 5220 - Foundations II: Occupation Based Activity Analysis & Synthesis

2 credit hours

This course will introduce students to activity analysis for the therapeutic use of everyday occupation in health development, healing, recovery and enhancing quality of life. Historical and contemporary use of creative activities will be discussed. Students will experience and gain insight into the person factors (physical, affective, and cognitive) and contextual demands of various tasks, activities, and occupations.

OCTH 5410 - Professional Development I: Professionalism

2 credit hours

This course will focus on bridging theoretical concepts and practice in working with individuals in their everyday contexts. Students will learn the basics of clinical reasoning, client-centered practice, ethical decision making, cultural humility, and the therapeutic use of self in the creation of the reflective practitioner.

OCTH 5310 - Occupational Therapy Practice Contexts Across the Lifespan

2 credit hours

This course takes a health development and life course perspective to address occupational transitions and disruptions. The occupational therapy practice contexts will span from neonatal care, school, work to aging-in-place, and end of life and hospice care. Students will learn the impact of occupational loss and gains on health, well-being, and quality of life.

First Year Spring Semester

OCTH 5130 - Neuroscience: Foundations for Human Behavior

2 credit hours

This course introduces students to basic knowledge and current advances in neuroscience, including neuroanatomy and neurophysiology. Students gain an understanding and appreciation of the relevance of neuroscience to occupational therapy practice. This course specifically addresses the understanding of the Body Systems and Body Functions that contribute to human function and dysfunction. The neurological basis for human behavior, including sensory, motor, cognition-memory, learning, language, and neuroplasticity and implications for rehabilitation, will be the focus of the course. Prerequisite: ASHS 6200

OCTH 5140 - Kinesiology

3 credit hours

Students will understand theoretical concepts and principles of kinesiology and biomechanics as it relates to normal movement patterns. Students will learn evaluation skills to assess joint and muscle actions. Prerequisite: ASHS 6100 and ASHS 6200.

OCTH 5145 - Assessments

2 credit hours

In this course, students will develop the skills to choose, administer, score, and interpret a range of assessment tools routinely utilized in occupational therapy practice. Emphasizing clinical reasoning, students will learn to strategically select assessments tailored to individual client needs and accurately interpret results, fostering a deep understanding of the assessment process. Through hands-on practice, students will gain experience in administering both standardized and non-standardized assessments, honing their ability to interpret and document assessment outcomes effectively. By the course's conclusion, students will be well-equipped to translate assessment findings into occupation-based goals, preparing them for success in fieldwork and clinical settings.

OCTH 5150 - Introduction to Pediatric Practice in Occupational Therapy

2 credit hours

This course is an introduction to pediatric practice in OT and has a developmental focus from birth to 18 years. Developmental models and pediatric frames of reference will be used as guidelines for understanding the interacting nature of sensory-motor, cognitive, social-emotional, and communication development. Developmental assessment methods and settings for pediatric OT practice will also be introduced.

ASHS 6300 - Research Methods and Design

3 credit hours

This course will focus on the development and application of graduate-level knowledge and skills related to research methods in the 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.

ASHS 6400 - Methods of Data Analysis

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.

OCTH 5320 - Basic Patient Care Skills

3 credit hours

This course will include the performance of basic patient care skills required by rehabilitation personnel. Course includes blood borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, an introduction to sterile procedure and isolation techniques, wheelchair handling, ambulation with assistive devices, environmental barriers, and basic patient care equipment. Professional issues of documentation and role differentiations are also introduced.

This hands-on component of this course is designed to strengthen fieldwork preparedness through the development of foundational clinical reasoning and professional behaviors essential for effective occupational therapy practice. Students will engage in practical skill application, simulation, and practical skill application to enhance their ability to analyze performance, problem-solve, and make evidence-informed decisions. Emphasis is placed on therapeutic use of self, communication, and ethical decision-making within clinical contexts.

OCTH 5520 - Practice Immersion I: Mental Health & Groups

6 credit hours

The purpose of this course is to prepare students to assess and provide occupation-based interventions that address the psychosocial needs of individuals across the lifespan. Students will learn to design and deliver occupational therapy services using appropriate theoretical models and frames of reference applicable to a variety of systems and settings, including behavioral health, psychiatric, community, and education-based environments.The course introduces foundational concepts in mental health practice, including group dynamics, phases of group development, group roles, conflict resolution, problem solving, and the therapeutic use of groups. Students will develop and implement intervention group protocols commonly used in mental health practice, facilitate groups, and reflect on group processes and outcomes. Prerequisite: OCTH 5125

OCTH 5710 - Fieldwork Level I A

1 credit hour
The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they become comfortable working with clients in a variety of settings. Students will apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

OCTH 5720 - Fieldwork Level I B
1 credit hour
The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they become comfortable working with clients in a variety of settings. Students will apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

OCTH 5730 - Fieldwork Level I C
1 credit hour
The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they become comfortable working with clients in a variety of settings. Students will apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

Second Year Fall Semester

OCTH 6550 - Modalities
2 credit hours
This course provides instruction on preparatory therapeutic interventions for occupational engagement. Course content will include the instruction, application and assessment of the use of physical agent modalities, splinting, and taping techniques. Indications and contraindications will be discussed for each technique or modality presented. Reimbursement and documentation for use of modalities will be discussed.

OTDE 6590 - Introduction to Public Health
2 credit hours
This introduction to public health course leads students through the exploration and application of the ten essential services of public health through an occupational therapy lens. Students will learn about assessment, epidemiology, root causes, and accessibility. Students will connect public health education and health care to broader levels of system, environmental, and policy change.

OCTH 5420 - Professional Development II: Health Promotion and Education
2 credit hours
This course is designed to stimulate critical thinking about occupation as a health determinant, and its relationship to well-being, participation, and social inclusion. The relevance of contextual factors and social determinants of health on occupational access and opportunities will be the central theme of this course. Concepts of social justice, occupational justice, and health justice will be the key constructs introduced in this course.

OTDE 8010 - Doctoral Inquiry Seminar I
2 credit hours
This course will introduce students to fundamentals and contributions of scholarly activities to a professional knowledge. Students will review scientific inquiry and the research process related to their specific capstone project idea/passion area. Students will conduct a review of literature incorporating works from within and outside the body of occupational therapy literature. Students will learn how to use research literature to evaluate and guide evidence-based program development or models of clinical decision-making. Students will identify areas of need or gaps in the literature that may form the preliminary basis for their capstone project.

OCTH 6530 - Practice Immersion II: Children & Youth
6 credit hours
The course will introduce students to aspects of the occupational therapy process in a variety of pediatric settings with special attention to family-centered care and collaborations with other professionals. Typical and atypical development will be discussed within the context of community, family, and school environments. Students will explore occupational therapy process with children and youth, relevant theories, models and frames of reference, and learn evidence-based practice and clinical guidelines. This practice course will help students with client-centered, evidence-based, and ethical decision making with children and youth. Prerequisites: OCTH 5130, OCTH 5140, OCTH 5150

OCTH 6540 - Practice Immersion III: Adult Physical Rehabilitation
6 credit hours
This course will introduce students to the occupational therapy process for adults with physical dysfunction who experience difficulties with everyday occupations. Students will be prepared as generalists in physical rehabilitation for adults with different conditions, in a variety of current practice settings and service delivery models. Students will learn relevant evidence-supported theoretical perspectives, models and frames of references, evidence-based practice literature, and clinical guidelines in physical rehabilitation. This practice course will help students with client-centered, evidence-based, and ethical decision making with adults.

This hands-on course is designed to strengthen fieldwork preparedness through the development of clinical reasoning and professional behaviors essential for effective occupational therapy practice. Students will engage in case-based learning, simulation, and practical skill application to enhance their ability to analyze performance, problem-solve,

and make evidence-informed decisions. Emphasis is placed on therapeutic use of self, communication, documentation, and ethical decision-making within clinical contexts. The course fosters the integration of knowledge, skills, and professional reasoning to support a confident transition from academic learning to clinical practice. Prerequisites: OCTH 5130, OCTH 5140, OCTH 5320

Second Year Spring Semester

OCTH 7740 - Fieldwork Level II A
6 credit hours
Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

OTDE 5430 - Professional Development III: Administration & Management
3 credit hours
This class focuses on the principles of organization and management in the health care system today. Administration and management in occupational therapy across practice settings with focus on an overview of payment systems, departmental organization, marketing, supervision, quality improvement and program evaluation. Models covered include nonprofit, proprietary, entrepreneurial, and corporate facilities. Systems of managed care and changes in health care delivery are examined.

OTDE 5440 - Professional Development IV: Advocacy & Public Policy in Healthcare Systems
3 credit hours
This course explores avenues of leadership for novice occupational therapists. Students will learn advocacy skills needed to represent individual, community, and population-based concerns. Students will be exposed to activism strategies necessary to influence systems, current policy/legislation, and promoting social change for under-served populations.

OTDE 6560 - Maintaining Health & Wellbeing for Older Adults
3 credit hours
Occupational therapy influences the health, well-being, and quality of life of individuals with chronic disease and the older adult population. Students will examine topics within public health and epidemiology and expand their knowledge of the OT's capacity to prevent disease, disability, and activity limitations and to promote health, participation, and social inclusion.

OTDE 8020 - Doctoral Inquiry Seminar II
3 credit hours
In the second course of the doctoral seminar series, students will build on the needs assessment/gaps from the literature review from the previous course and develop a methodologically sound and feasible capstone project plan grounded in theory. Collaboration with the community site mentor is critical in the project feasibility plan. Students will learn research methodologies and design, including capstone outcomes, to support the design of the project plan. As part of the seminar, students will learn about human subject research with CITI training and complete an IRB application draft along with an informed consent process. Students will submit a scholarly project proposal and identify potential sources of funding or reimbursement for their project.

Third Year Fall Semester

OCTH 7750 - Fieldwork Level II B
6 credit hours
Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

OTDE 8030 - Doctoral Inquiry Seminar III
3 credit hours
The third doctoral seminar will introduce students to various approaches to data collection, interpretation, analysis, and synthesis. Students will apply this learning to prepare a case report, as well as their capstone project. They will continue to refine their capstone project in preparation for their Doctoral Capstone Experience. Students will finalize their site agreements, identify outcome measures for program evaluation, and determine logistics of program implementation. Additionally, students will delineate learning objectives. Students will gather all of the resources needed for their project, working collaboratively with their faculty advisor and community mentor. Students will begin the process of selecting an appropriate peer-reviewed journal and preparing a manuscript OR students will identify a professional conference and will begin preparation for submitting a conference abstract for presentation.

OTDE 5450 - Professional Development V: Introduction to Applied Research Methods
2 credit hours
This course is designed to expand student learning on how to: locate, analyze, synthesize, and critique relevant literature. Students will learn how to develop an applied research question, develop sound research methods and quality improvement processes, and hone their academic writing skills. There will be a strong focus on interpretation, analysis, and synthesis of data with the overall goal of this course is to equip students with the skills to develop and complete applied research projects in clinical settings.

Third Year Spring Semester

OTDE 8040 - Doctoral Inquiry Seminar IV: Doctoral Capstone Experience
7 credit hours
The Doctoral Capstone Experience is an in-depth experience that prepares students beyond the entry-level, in one or more

of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Students will work closely with their assigned faculty advisor(s) to implement and evaluate the project they have developed in collaboration with their community site mentor, with oversight from their faculty advisor. Prerequisites: OTDE 8010, OTDE 8020, and OTDE 8030. Additionally, all fieldwork experiences must be completed before a student can start their Doctoral Capstone Experience.

OTDE 8050 - Doctoral Inquiry Seminar V: Doctoral Summit

4 credit hours

In this course, students complete their culminating doctoral project with interpreting and analyzing results. They additionally disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. Public dissemination of their Doctoral Capstone projects takes place through a poster session that is conducted through A.T. Still University. Additionally, students submit a manuscript for publication or a conference abstract for presentation. Finally, students submit a doctoral portfolio that includes specific doctoral assignments as evidence of advanced preparation, as well as a case report. Their Doctoral Capstone papers and posters, along with their doctoral portfolios, are archived in the Occupational Therapy Doctoral Capstone Repository, which is available through the A.T. Still University library LibGuide.

OCTH 7460 - Practice Competency: Certification Exam Prep Course

1 credit hour

Students attend a two-day course that provides information, learning activities, practice questions, and study strategies to use in preparation for taking the National Board for Certification in Occupational Therapy. This course is a programmatic requirement to establish competency for entry level practice prior to graduation.

Other Courses

ASHS 6500 - Gross Anatomy Dissection (Elective**)

2 credit hours

Health professions students will receive online and in-person lab instruction and anatomy reviews by faculty and work together in small groups as dissection of human donors is performed. In addition to gaining a deeper understanding and appreciation of human anatomy, students will develop technical skill and exploration of dissection. Requirements: The anatomy faculty must approve students before enrolling in this elective course. Grading: Pass/Fail.

OCTH 6000 – Independent Study

2-4 credit hours

This course provides individualized instruction and academic support based on the student's specific curricular needs. Course content, learning activities, and assessments are determined in collaboration with the appropriate faculty member(s) to address outstanding course requirements, facilitate successful completion of previously attempted coursework, or support progression within the curriculum.

OTDE 6000 – Independent Study

2-4 credit hours

This course provides individualized instruction and academic support based on the student's specific curricular needs. Course content, learning activities, and assessments are determined in collaboration with the appropriate faculty member(s) to address outstanding course requirements, facilitate successful completion of previously attempted coursework, or support progression within the curriculum.

Optional Certificate in Public Health

Additional Curriculum for OTD students

All OTD students will have the option to obtain the Certificate in Public Health through the College of Graduate Health Studies at A.T. Still University unless a Master's in Public Health has been previously awarded. The additional courses for the certificate are not included in the OTD tuition fee.

PUBH 5000 - Introduction to Public Health Concepts

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.

PUBH 6100 - Identifying Community Health Needs

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn

how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19

3 credit hours

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

Physical Therapy [Postprofessional], DPT

[Post-professional] Doctor of Physical Therapy

A.T. Still University's (ATSU) Postprofessional Doctor of Physical Therapy, often referred to in the United States as a transitional 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. The program provides flexibility in scheduling as practice and personal life require. Courses may be taken singularly or doubled-up to accelerate degree completion.

ATSU's Postprofessional Doctor of Physical Therapy program is designed for those who desire to elevate their career while they continue practicing in the discipline of physical therapy. By pursuing this doctoral degree, physical therapists will align with the 2020 Vision of the American Physical Therapy Association (APTA) and be equipped to provide the highest quality of care to their patients.

Length of Program

The Postprofessional Doctor of Physical Therapy program is typically completed within 1.5 to 2 years, dependent upon the individual's plan of study, which consists of a blend of required and elective courses totaling 44 semester credits.

Note: Prior to the academic year 2024-25 the Postprofessional DPT credit model was structured on the quarter system.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due two weeks before the start of the semester. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Degree Seeking Program
Tuition: $540 per credit hour
Student Technology Fee: $44 per credit hour

Non-Degree Seeking Program
Tuition: $540 per credit hour
Student Technology Fee: $44 per credit hour

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 submit all required documentation. If you have any questions regarding the online application, please contact ASHS Online Admissions at 877.469.2878 or by email at onlineinquiry@atsu.edu.

Application Deadline

Post-professional 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 semester.

Admission Requirements

Applicants for admission to the Post-professional 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.
    1. If a 2.70 GPA is not met, refer to Non-Degree Seeking Pathway.
3. Applicants will have earned a bachelor's degree or higher in physical therapy from a CAPTE or PEAC accredited college or university in the United States or Canada.
4. Applicants who have graduated from a university outside the United States or Canada must provide an official physical therapy degree equivalency evaluation. 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 applicants to speak to one of our admission counselors or program representative prior to ordering a credential evaluation report. The following are the only credentialing agencies accepted by the Postprofessional DPT program:
    1. Foreign Credentialing Commission on Physical Therapy (FCCPT) Best for Visa Screening and Licensure Requirements (not degree evaluation)
    2. International Education Evaluations (IEE) Preferred for bachelor's degree equivalency
    3. International Consultants of Delaware (ICD)
    4. International Education Research Foundation, Inc (IERF)
    5. World Education Services (WES)
    6. International Credentialing Associates (ICA)
    7. Canadian Alliance of Physiotherapy Regulators (The Alliance)

        - Recommended if already licensed in Canada Commission on Graduates of Foreign Nursing Schools (CGFNS)
    8. Any credential evaluation service that is a member of National Association of Credential Evaluation Services (NACES) is accepted.
5. Applicants will submit official transcripts from all educational institutions attended where a degree was conferred.
6. Additional transcripts from graduate coursework not leading to a degree may be submitted for advanced credit consideration.
7. Applicants will submit proof of licensure, registration, certificate, or professional recognition of eligibility to practice as a physical therapist.
8. A recommendation letter from a professional colleague must be submitted.
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.
    1. Option 1: English is your first language.
    2. Option 2: Graduated from a college or university accredited by a U.S. Department of Education institutional accreditor (minimum BA or BS degree)
    3. Option 3: Demonstrate English proficiency by submitting acceptable scores from International English Language Testing Systems (IELTS) or Test of English as a Foreign Language (TOEFL)

- IELTS: 6.5
- TOEFL paper-based total score: 550 | Minimum 56 on Reading Skills | Minimum 61 on Writing Skills
- TOEFL computer-based total score: 213 | Minimum 22 on Reading Skills | Minimum 26 on Writing Skills
- TOEFL internet-based total score: 80 | Minimum 21 on Reading Skills | Minimum 24 on Writing Skills
- TOEFL Essentials Overall Score: 8.5 | Minimum 8.5 Reading Skills | Minimum 10 Writing Skills

Advanced Credit

Advanced credit (AC) is defined at ATSU-ASHS as credit awarded in professional programs based on a prior learning assessment. As warranted, credit will be awarded and applied toward specific courses in the plan of study. Postprofessional Doctor of Physical Therapy applicants must submit requests for AC by completing the **Application for Advanced Standing Credit** and providing supportive documentation. AC is determined by a thorough evaluation of the application material and demonstration of significant relevant experience or education. AC is represented in the Academic Degree Plan.

Non-Degree Seeking Pathway

Non-degree seeking status may be granted to applicants with a cumulative GPA below 2.70. Students who achieve an A or B letter grade in two courses may subsequently apply for admission to the Post-professional DPT program. Additional requirements are listed on the program website and catalog. Admission is not guaranteed by meeting the requirements above.

Advanced Standing Admission

See the Advanced Credit section of the **ASHS General Admissions Requirements**.

International Student Admission

This online program is open to international applicants. The Postprofessional DPT program does not offer the Exchange Visitor Program or issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa due to USCIS regulations pertaining to fully online programs.

Graduation Requirements

To earn a Doctor of Physical Therapy from the online Postprofessional program, all students must:

- Complete all prescribed didactic and clinical courses and the capstone project (if required).
- Pass all courses with a minimum grade of 'C' and maintain a 2.70 grade point average on a 4.0 scale.

Attending commencement is not required but highly recommended.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Physical Therapists 29-1123.00.

Non-Degree Option

This option is designed for physical therapists and physiotherapists who desire to enroll in individual select courses of the Postprofessional DPT curriculum or were trained in countries outside the United States and are in the process of completing U.S. licensure requirements or degree equivalency for the first professional degree in the United States. There are many online Postprofessional Doctor of Physical Therapy online courses, which help meet professional deficiencies as determined by one of the approved credentialing agencies:

- 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) *Recommended if already licensed in Canada.
- Commission on Graduates of Foreign Nursing Schools (CGFNS)

*Any credential evaluation service that is a member of National Association of Credential Evaluation Services (NACES) is accepted.

Non-Degree Program Admission Requirements

Applicants for admission to the Post-professional Doctor of Physical Therapy non-degree online program must meet the following requirements prior to matriculation.

1. Copy of credentialing evaluation for equivalency of degree, or copy of official letter from licensing board showing professional deficiencies.
    1. This is not applicable to those who want to take courses prior to applying to the degree program or those applying to the Non-degree Seeking Pathway of the Postprofessional DPT program. See requirements as noted in the Non-Degree Seeking Pathway section.
2. Applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. Written and spoken proficiency in the English language may be demonstrated by one of the following options:
    1. Option 1: English is your first language learned.
    2. Option 2: Graduated from a college or university accredited by a U.S. Department of Education institutional accreditor (minimum BA or BS degree)
    3. Option 3: Demonstrate your English proficiency by submitting acceptable scores from International English Language Testing Systems (IELTS) or Test of English as a Foreign Language (TOEFL). Acceptable minimal scores for ASHS applications are:

- IELTS: 6.5
- TOEFL Paper based total score: 550 | Minimum of 61 - 62 on Writing Skills section | Minimum of 56 on Reading Skills section
- TOEFL Computer based total score: 213 | Minimum of 22 on Reading Skills section | Minimum of 26 on Writing Skills section
- TOEFL Internet based total score: 80 | Minimum of 21 on Reading Skills section | Minimum of 24 on Writing Skills section
- TOEFL Essentials Overall Score: 8.5 | Minimum 8.5 Reading Skills | Minimum 10 Writing Skills

Non-Degree Curriculum

The Doctor of Physical Therapy non-degree option offers multiple courses that meet educational deficiencies as determined by a credentialing evaluation. The deficiencies are reflective of necessary credit and/or content for specific state or jurisdictional licensing requirements.

Program Policies

Academic Integrity Policies regarding plagiarism and use of Artificial Intelligence

Plagiarism

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, are the majority of program assignments. 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 as a 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 prior work.

Information is properly cited but the paraphrasing is not substantively different from the original source Infrequent or missing citations.

Plagiarism Sanctions

All assignments submitted for a grade 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 an incorrect use 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 Sources 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:

- Dismissal from the program.

Sanctions for the Improper Use of Artificial Intelligence

First Offense

If three (3) or more detection sources (e.g., Turnitin, Claude, Gemini, ChatGPT, etc.) indicate that a student's final draft submitted to Turnitin demonstrates an overuse of AI-generated content inconsistent with course expectations for original student work, the assignment will receive a score of zero (0%).

First Offense – Tutorial Option

For a first offense only, students will be granted a one-time opportunity to revise and resubmit the assignment after completing the Proper Use of Sources tutorial offered by the University Writing Center.

- The tutorial and revised submission must be completed within seven (7) business days of notification.
- Upon successful completion, the student may resubmit the assignment to earn a grade with a 20% deduction.
- Failure to complete the tutorial and resubmit within the specified timeframe will result in the original failing grade remaining.

Second and Subsequent Offenses

The second offense will result in an automatic zero (0%) grade for that assignment.

Offense Tracking

The Offenses related to plagiarism and the overuse of AI tools are tracked cumulatively through a student's enrollment with the Postprofessional DPT Program.

Definition of Assignment

An assignment refers to any graded student submission, including but not limited to written assignments and discussion board posts (not including replies to classmates).

Academic Warning

Progression in the Postprofessional DPT program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression will result in the student receiving a letter of Academic Warning stating specific guidelines to meet satisfactory academic progress. If a student meets the requirements of academic warning, he or she is returned to good academic standing.

Academic Probation

Continued lack of academic progression will result in the student being placed on academic probation. Students failing one or more courses will automatically be placed on academic probation until they have successfully passed the failed courses and met satisfactory academic progress.

Dismissal

Dismissal from the Postprofessional DPT program may be determined as the result of, but not limited to, the following conditions:

- Failure of three or more courses,
- Continued academic probation,
- Violation of the Student Code of Academic or Behavioral Conduct, or
- Failure to maintain the minimum cumulative of 2.7 GPA.

Additional information on academic probation and dismissal is in the ATSU-ASHS Information and Policy section of this catalog. If a student meets the requirements of the probationary period, he or she is removed from academic probation and returned to good academic standing.

Orientation for Success

The Orientation for Success (OFS) is a self-paced online tutorial and orientation required of all students in the Postprofessional DPT and Non-degree programs. It is designed to provide familiarity and awareness of the program's learning management system, policies, and multiple resources of the university. Successful completion of the OFS is mandatory prior to entry into the first academic course. The OFS is non-credit bearing and there is no cost. Each student will be enrolled automatically following acceptance to the program or non-degree courses.

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.

Courses

Descriptions and Credit Values

A course schedule, referred to as an academic degree plan (ADP) is individually determined by the professional experience and educational background demonstrated by each applicant. The ADP consists of a combination of courses listed below, which are represented as advance credit awarded and credit required for degree completion.

DPTP 8801 - Neuromuscular Physical Therapy
2 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 Amyotrophic Lateral Sclerosis. Prerequisite: Orientation For Success

DPTP 8802 - Musculoskeletal Physical Therapy
2 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: Orientation For Success

DPTP 8803 - Cardiopulmonary Physical Therapy
2 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: Orientation For Success

DPTP 8804 - Wound Management
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: Orientation For Success

DPTP 8806 - Pharmacology
2 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. Prerequisite: Orientation For Success

DPTP 8807 - Radiology and Imaging
2 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: Orientation For Success

DPTP 8808 - Statistics
2 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, measures of variability, assessing risk, statistical measures of validity, and interpretation of results are covered in this course. Prerequisite: Orientation For Success

DPTP 8809 - Quantitative Research Methods
2 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: DPTP8805 - Orientation For Success and DPTP808 - Statistics.

DPTP 8811 - Evidence-based Practice 1
1.5 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: Orientation For Success

DPTP 8812 - Evidence-based Practice 2
2 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. Prerequisites: Orientation For Success, DPTP 8808 Statistics, DPTP 8809 Quantitative Research Methods, and DPTP 8811 Evidence-based Practice 1

DPTP 8813 - Educational Theory and Practices

1.5 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: Orientation For Success

DPTP 8814 - Topics in Diverse Populations and Settings

2 credit hours

Built around the framework of social justice, this course provides students the opportunity to critically reflect on how their own unique lived experiences shape their views on diversity, equity, and inclusion (DEI) and how these concepts intersect, influence, and impact their roles as healthcare providers, community members, and global citizens. Prerequisite: Orientation For Success

DPTP 8815 - Health and Wellness

1.5 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: Orientation For Success

DPTP 8818 - Professional Practice

2 credit hours

This course begins with a study of the history of the physical therapy profession and the American Physical Therapy Association. Other topics in this course include:
Beyond Vision 2020 and direct access; The Five Roles of The Physical Therapist; Ethics; Education, Licensure, Continuing Competence, Specialization and Expertise; Patient-Centered Care; Cultural Competency; and Social Justice Issues. Prerequisite: Orientation For Success

DPTP 8819 - Differential Diagnosis

2 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: Orientation For Success

DPTP 8825 - Extremity Manual Therapy

2 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: Orientation For Success

DPTP 8826 - Spinal Manual Therapy

2 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: Orientation For Success

DPTP 8828 - Pediatric Physical Therapy

2 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; important factors in lower extremity bracing, assistive technology in pediatrics, adults with developmental disabilities, and fitness issues in children with and without special needs. Common childhood onset conditions will also be covered. Prerequisite: Orientation For Success

DPTP 8830 - Geriatrics

1.5 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: Orientation For Success

DPTP 8831 - Gender Healthcare in Physical Therapy

1.5 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: Orientation For Success

DPTP 8834 - Healthcare Delivery Systems

1.5 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: Orientation For Success

DPTP 8835 - Healthcare Reimbursement

1.5 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: Orientation For Success

DPTP 8836 - Business Planning

1.5 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: Orientation For Success

DPTP 8838 - Capstone Project

2 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. Prerequisites: Orientation For Success, DPTP 8808 Statistics, DPTP 8809 Quantitative Research Methods, DPTP 8811 Evidence-Based Practice1, and DPTP 8812 Evidence-based Practice 2

Physical Therapy, DPT

Doctor of Physical Therapy

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

Advance the profession of physical therapy and the health of society by:

- Promoting learners who embrace whole person healthcare through the integration of body, mind, and spirit.
- Engaging the community through interprofessional service and community partnerships.
- Serving the profession through local and national advocacy and leadership.
- Contributing to the body of knowledge through scholarship.

Length of Program

The DPT entry-level program is a two-and-a-half-year degree program. Students are required to complete a minimum of 133.5 semester credit hours to obtain the degree. The curriculum plan includes 49 required courses (including two comprehensive practical exams and the final comprehensive written exam).

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2028, year 1 (Matriculating 2026-27)
Tuition: $44,330
Student Technology Fee: $1,484
Medical Equipment Fee: $176

Class of 2028, year 2
Tuition: $44,330
Student Technology Fee: $1,484
Medical Equipment Fee: $80

Class of 2027, year 3
Tuition: $42,626
Student Technology Fee: $1,484
Medical Equipment Fee: $250

Admissions

Application Process

ATSU-ASHS' residential DPT program participates in a centralized application processing service called the Physical Therapist Centralized Application Service (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 PTCAS at 617.612.2040 or by email at ptcasinfo@ptcas.org. All other questions should be sent to Admissions at admissions@atsu.edu or 660.626.2237.

Applicants meeting the minimum GPA requirements will be invited by ATSU via email to submit a secondary application. This application, must be submitted to ATSU for admission consideration.

Application Deadline

The deadline to apply with PTCAS for the ATSU-ASHS residential DPT program is June 2nd. Program enrollment is based on rolling admissions. Applicants are encouraged to apply early.

Admission Requirements

Applicants are required to meet all ATSU and ATSU-ASHS general admission requirements.

1. 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.

2. Applicants must have earned a baccalaureate degree.
3. 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.

- Biology/Anatomy
  - Two courses in Human Anatomy and Human Physiology, each including lecture and lab (two semesters or quarters of lecture and lab).
  - Examples: Human Anatomy and Physiology I and II, Human Anatomy and Human Physiology, all with lecture and lab.
- Exercise Physiology
  - One course, minimum of 3 semester (4 quarter) hours.
- Psychology
  - Two courses: One abnormal psychology and one either lifespan developmental or child psychology, minimum of 6 semester (9 quarter) hours.
  - No substitutes accepted.
- Statistics
  - One course, minimum of 3 semester (4 quarter) hours.
  - Examples: Applied Statistics, Elements of Statistics, and Statistics of Bio.
- 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.
- 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.
- 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.

4. Official transcripts for all college level courses must be submitted directly from the institution to PTCAS.
5. 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.

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 video conference. Dates are not released prior to reviewing an applicant's application.

International Students

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Priority Consideration Agreements

ATSU-ASHS maintains admission agreements with Arizona State University (ASU), Grand Canyon University (GCU), Truman State University, 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.

3+2.5 Partnership

ATSU-ASHS has partnered with Arizona State University's Kinesiology and Clinical Exercise Science degree programs and with Truman State University to offer an accelerated path. Students complete 90 undergraduate credit hours at ASU or TSU and meet the DPT program's admission requirements, matriculate into the DPT program. ASU or TSU awards a baccalaureate degree upon successful completion of the first year of the DPT program.

Minimal Technical Standards

The Doctor of Physical Therapy program 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, mental, and emotional abilities, skills, attitudes and behaviors that comprise physical therapist practice and are required for admission, retention, and graduation. The student must possess and demonstrate the program qualifications and entry-level proficiency in all six of the technical standards below to achieve satisfactory completion of the curricular requirements. 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. Technical standards must be demonstrated throughout the entire ATSU community including in the classroom, laboratories, off-campus professional activities, and clinical settings.

ATSU Doctor of Physical Therapy Physical Therapy students must meet all of these standards with or without reasonable academic adjustments (accommodations). Reasonable academic adjustments may be required by otherwise qualified individuals with disabilities to meet these standards. It is the responsibility of the student to request disability-related academic adjustments. The University will provide necessary academic adjustments as long as they do not fundamentally alter the nature of the program offered, do not impose an undue administrative or financial burden, and are not unduly disruptive to the educational process. The program uses independent clinical education sites that may or may not be able to offer the same academic adjustments that are made available by ATSU. Students who have questions regarding disability-related academic adjustments, or who wish to make a request, should contact Learning Resources & Accommodation Services (accommodations@atsu.edu, 480.245.6248).

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 matriculated student may no longer be qualified for the program.

Competencies

A brief description of each competency is provided below. Additional details are outlined in individual course requirements, as well as the catalog section **ATSU-ASHS Minimal Technical Standards for Admission and Matriculation** and student handbooks/manuals.

Professional

Physical Therapy students are expected to abide by the APTA Code of Ethics, APTA Guide for Professional Conduct, and demonstrate the behaviors outlined in the APTA Core Values.

Cognitive

Physical Therapy students must possess the intellectual, conceptual, perceptual, integrative and quantitative abilities necessary to independently problem-solve effectively during the patient/client management process. 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 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. Students also must be able to measure and calculate as well as use data collected to formulate and test hypotheses. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. 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.

Physical

Physical Therapy students 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 while assuring the student's own safety and that of the patient.

Affective

Physical Therapy 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 necessary for the didactic and clinical coursework within the program as well as to those, necessary to the diagnosis and care of patients. Students must acknowledge and respect individual differences by demonstrating mature, sensitive, and effective relationships with others including, but not limited to, peers, instructors, staff, patients and all members of the healthcare team. In addition, 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 the rigors of the academic professional program and in dealings with peers, instructors, staff, and patients. Compassion, maturity, integrity, ethics, concern for others, interpersonal skills, interest, and motivation are all required personal qualities.

Communicative

Physical therapy students must be able to communicate through nonverbal, verbal and written forms of communication. Students must 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. Student's communication, both verbal and non-verbal, must be sensitive, effective, and efficient with peers, instructors, staff, patients, and all members of the university and healthcare team.

Statement of Agreement

I have read the above document and have sought clarification where needed. I understand that I must meet all competencies described above, with or without academic adjustments, in order to be qualified for admission, promoted to the subsequent terms, and to achieve eligibility for graduation from the ATSU Doctor of Physical Therapy program.

Graduation Requirements

To earn a Doctor of Physical Therapy degree in the residential program, all students must:

- Pass all prescribed didactic and clinical courses, including completion of a capstone project, with a minimum grade of 'C' and a minimum GPA of 2.5
- Pass all practical and written comprehensive exams
- Attend commencement activities

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Physical Therapists 29-1123.00.

Curriculum

During the first year, students build on their prerequisite coursework through courses in the basic sciences and introductory courses in patient care and therapeutic exercise. Coursework also includes the foundations of practice and documentation. As the year progresses, the students are introduced to clinical courses in the areas in both musculoskeletal and neurologic rehabilitation. Additionally, students begin core courses in critical inquiry covering evidence-based practice, research design, and statistics. The first course emphasizing whole person healthcare is included in the first year. Finally, students participate in two integrated clinical experiences and finish the year with the first full-time clinical experience.

In the second year students are introduced to and begin working on the capstone project. They continue with clinical courses in both the musculoskeletal and neurological rehabilitation areas, as well as specialty areas including pediatrics, wound care, geriatrics, cardiopulmonary, and male and female health issues. The second course emphasizing whole person healthcare completes the first half of the second year with students beginning their first full- time terminal clinical education experience in the spring semester.

During the final semester, students continue work on their capstone projects while completing two full-time clinical education experiences and participating in virtual grand rounds.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

First Year Fall Semester

ASHS 6100 - Human Anatomy I

4 credit hours

This course is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems and regions. It is also intended to build on foundational human anatomy using prosected human donors, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to understand the conceptual and functional design of the human body (specifically, anatomy of the nervous and circulatory systems, upper extremity, back, and trunk) and apply their knowledge to their clinical practice, allowing them to think critically and ultimately improve patient care.

ASHS 6200 - Human Anatomy II

4 credit hours

This course is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems and regions. It is also intended to build on foundational human anatomy using prosected human donors, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to understand the conceptual and functional design of the human body (specifically, anatomy of the trunk, lower extremity, head and neck) and apply their knowledge to their clinical practice, allowing them to think critically and ultimately improve patient care.

DPTR 7101 - Biomechanical Foundations of Movement I

2.5 credit hours

A study of the mechanical and biophysical principles of movement in humans. Techniques of analysis with qualitative and quantitative measures of movement is included. Laboratory required. Co-requisite: ASHS 6100

DPTR 7113 – Foundations of Practice

2.5 credit hours

This course fosters the professional formation of future physical therapists through the exploration and application of theories related to teaching, learning, health behaviors, ethics, leadership, and professional practice. Emphasis is placed on developing educational interventions and strategies to promote ethical, effective, and patient-centered therapeutic relationships.

DPTR 7114 - Documentation and Clinical Reasoning

2 credit hours

This course includes an overview of a clinical reasoning model and introduction to the basic concepts and components of effective physical therapy documentation. ATSU Clinical Reasoning Model will be introduced and utilized throughout the class. How to document an examination, evaluation, progress note, and interim/daily note will be covered. Practice of interview skills and writing all note types will also be used. Laboratory required.

DPTR 7116 - Therapeutic Exercise I

3.5 credit hours

This first therapeutic exercise course provides students with foundational knowledge and skills related to therapeutic exercise. Students will learn how to prescribe aerobic, resistance, range of motion, stretching, and neuromuscular coordination exercises to adults as part of physical therapy patient management. Laboratory required. Co-requisites: DPTR 7101

DPTR 7118 - Basic Patient Care Skills

2.5 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.

DPTR 7180 - Integrated Clinical Education Experience I

1 credit hour

A part-time, collaborative clinical experience, under direct supervision of a licensed Physical Therapist. Students are expected to integrate the current fall semester curriculum into the clinical learning with emphasis on interpersonal skills, documentation, and foundational tests and measures. Co-requisites: ASHS 6100/6200, DPTR 7101, DPTR7114, DPTR 7116

DPTR 7201 - Biomechanical Foundations of Movement II

2.5 credit hours

A study of the mechanical and biophysical principles of movement in humans. Techniques of analysis with qualitative and quantitative measures of movement is included. Laboratory required. Prerequisites: ASHS 6100, DPTR 7101 Corequisite: ASHS 6200

DPTR 7211 – Applied Human Physiology

2.5 credit hour

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: ASHS 6100, DPTR 7101 Corequisite: ASHS 6200

DPTR 7221 - Psychological and Social Aspects of Illness and Disability

1.5 credit hour

A study of the psychological, social, and emotional aspects of illness and disability. Students will explore the biopsychosocial model with attention to its health related implications at the level of the person, family, and society. Students will examine the interaction between mental state, health concerns, and illness for both their patients and themselves, discussing the need for clinician wellness in order to provide compassionate care.

First Year Spring Semester

DPTR 7302 - Pathophysiology

2.5 credit hours

This course involves the study of basic pathophysiological processes in disease and trauma including inflammation, immunity, and neoplasms. Additionally, diseases and conditions of the major organ systems are presented with implications of the relationship between pathology and the signs/symptoms of disease for the physical therapist in multiple settings throughout the spectrum of care. ASHS 6100, ASHS 6200, DPTR 7211

DPTR 7323 - Clinical Gait Analysis

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: DPTR 7201

DPTR 7320 - Neuroscience and Neural Conditions

6 credit hours

This course provides 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. Pre-requisites: ASHS 6100, ASHS 6200

DPTR 7330 - Musculoskeletal I

2.5 credit hours

This introductory musculoskeletal course will provide the student with foundational knowledge and skills related to examination, evaluation, diagnosis, prognosis, and interventions for patients with musculoskeletal conditions. This course will provide the student with a framework for clinical reasoning and a baseline skill set that will be built upon in other musculoskeletal courses in the doctor of physical therapy curriculum. Laboratory required. Prerequisites: DPTR 7201, DPTR 7116

DPTR 7350 - Critical Inquiry I

2.5 credit hours

This course will enhance student understanding of the most common research designs, methodologies, and statistics employed in the physical therapy literature. With this knowledge the student will develop the skills necessary for implementation of evidence-based physical therapy practice including development of clinical questions, searching the literature, critical appraisal and application of the literature to

various patient scenarios. Progression to "real time" application occurs throughout the course.

DPTR 7380 - Integrated Clinical Education Experience II

0.5 credit hours

A part-time community experience where students participate in interdisciplinary teams, delivering the Matter of Balance class to community members using foundational principles of teaching and learning. Pre-requisite: DPTR 7113

DPTR 7390 - Comprehensive Practical I

0.5 credit hours

This represents the first comprehensive practical. The student will be expected to complete and successfully pass a comprehensive practical exam including content previously covered including but not limited to basic patient care skills, beginning screening techniques, gait, therapeutic exercise, manual muscle testing, range of motion assessment, patient education, and appropriate documentation. Prerequisites: All first year fall courses. Corequisites: First year, first session spring courses

DPTR 7420 - Therapeutic Modalities

2 credit hours

This course provides an understanding of the theory and application of the therapeutic modalities as part of a physical therapy intervention to facilitate the healing process. Modalities included are electrical, thermal, sound, electromagnetic, mechanical, and therapeutic massage. Laboratory required. Prerequisites: DPTR 7201, DPTR 7211. Corequisite: DPTR 7302

DPTR 7430 - Musculoskeletal II

2.5 credit hours

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the lumbopelvic region. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for lumbopelvic conditions. In lab students will practice examination and intervention skills for lumbopelvic conditions. Laboratory required. Prerequisites: DPTR 7330

DPTR 7440 - Rehabilitation I

2.5 credit hours

This is the first course in a series of courses covering management of adults with impairments, activity limitations and participation restrictions resulting from a disorder, disease or trauma who require multicomponent rehabilitation to improve function. Foundation knowledge of a conceptual framework for clinical practice, theories of motor control and motor learning, examination skills, and manual techniques to improve movement control are emphasized. Laboratory required. Prerequisites: DPTR 7116. Corequisite: DPTR 7320

DPTR 7495 – Whole Person Healthcare

2 credit hours

This course will prepare students with the knowledge necessary for physical therapist patient management across the health spectrum, from wellness to a variety of common health conditions across multiple systems. Emphasis will be placed on differential diagnosis, including screening for referral, clinical reasoning, and synthesis of information to consider physical, mental, social, cultural, and spiritual factors in the management of patient-centered, whole-person care. Students will gain an understanding of the physical therapist's role in guiding patients in self-management, physical therapy management, or referral to another provider. Prerequisite: Successful completion of all year one fall semester courses and first session spring semester courses.

DPTR 7580 - Clinical Education Experience I

4 credit hours

The first, full-time clinical education experience under the direct supervision of a licensed physical therapist. Over the four weeks, the student will be expected to apply physical therapy principles learned in the first semesters of their classroom work, including gait analysis, patient education, basic therapeutic exercise, documentation, clinical reasoning, basic patient care skills and research. Prerequisites: All first year courses

Second Year Fall Semester

DPTR 8130 - Musculoskeletal III

2.5 credit hours

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the lower extremity. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for lower extremity conditions. In lab students will practice examination and intervention skills for lower extremity conditions. Laboratory required. Prerequisites: DPTR 7323, DPTR 7430

DPTR 8140 - Rehabilitation II

3 credit hours

This course is the second course in a series of courses on management of adults requiring multicomponent rehabilitation to improve function. This course focuses on evaluation and intervention for individuals with brain injury or disease. Laboratory required. Prerequisites: DPTR 7118, DPTR 7320, DPTR 7323, DPTR 7440

DPTR 8145 - Human Development

3 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. Pre-requisites: DPTR 7320, DPTR7323, DPTR 7440

DPTR 8150 - Critical Inquiry II

2.5 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, and then will develop research questions and designs to address issues identified in their literature searches. Prerequisites: DPTR 7350

DPTR 8160 - Cardiopulmonary Rehabilitation

3 credit hours

This course covers the pathology, tests and measures; and the assessments, interventions, and evaluation for cardiopulmonary diseases and conditions commonly encountered in physical therapy settings. Laboratory required. Prerequisites: DPTR 7118, DPTR 7211, DPTR 7302, DPTR 7116

DPTR 8230 - Musculoskeletal IV

2.5 credit hours

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the cervical and thoracic spine. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for cervical and thoracic conditions. In lab students will practice examination and intervention skills for cervical and thoracic conditions. Laboratory required. Prerequisites: DPTR 8130

DPTR 8240 - Rehabilitation III

2.5 credit hours

This course is the third course in a series of courses on management of adults requiring multicomponent rehabilitation to improve function. This course focuses on evaluation and intervention for individuals with conditions such as spinal cord injury, Parkinson's Disease, vestibular disorders, and amputation. Laboratory is required. Prerequisites: DPTR 8140

DPTR 8245 - Pediatrics

3.5 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: DPTR 8140, DPTR 8145

DPTR 8260 - Acute Care

3 credit hours

The course includes an in-depth study of the role of the physical therapist in the acute care setting. Emphasis is on patient care management and clinical decision-making, establishing appropriate plan of care, goal setting, and treatment design, interdisciplinary communication and collaboration, PT role in the emergency department and ICU, and discharge planning. Laboratory required. Prerequisites: DPTR 8140, DPTR 8160

DPTR 8316 – Clinical Reasoning for Therapeutic Interventions

1.5 credit hours

This course advances students' clinical reasoning in implementing therapeutic interventions across diverse patient populations and clinical settings. Students will synthesize examination data and patient-specific information to design and prescribe integrated, evidence-based interventions throughout the continuum of care. Prerequisites: DPTR 8160, DPTR 8230, DPTR 8240, DPTR 8245

DPTR 8320 – Imaging

2 credit hours

This course exposes students to radiologic and other imaging techniques and includes the theory and application of imaging in the rehabilitation setting. Prerequisites: DPTR 7495, DPTR 8230.

DPTR 8360 – Wound Management

2 credit hours

This course covers the evaluation and intervention for acute and chronic wounds, including burns, surgical, vascular, pressure, and neuropathic ulcers. Incorporating debridement, dressings, and modalities in the plan of care will be emphasized. Laboratory required. Prerequisites: DPTR 7211, DPTR 7302, DPTR 7420

Second Year Spring Semester

DPTR 8310 – Practice Management

2 credit hours

This course provides an integrated overview of the regulatory, organizational, and managerial principles essential to physical therapy practice. Emphasis is placed on federal and state laws, scope of practice, supervision, and the influence of professional associations at both the national and local levels. Additional topics include healthcare insurance and reimbursement, organizational culture and socialization, management responsibilities, and emerging real-world issues in healthcare delivery. Prerequisite: DPTR 7113

DPTR 8330 - Musculoskeletal V

2.5 credit hours

This musculoskeletal course will prepare students to manage patients with uncomplicated conditions of the upper extremity. Students will learn about examination, evaluation, diagnosis, prognosis, interventions, and outcomes for upper extremity conditions. In lab students will practice examination and intervention skills for upper extremity conditions. Laboratory required. Prerequisites: DPTR 8230

DPTR 8345 - Geriatrics

2.5 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 older adults are covered. Prerequisites: DPTR 8240

DPTR 8380 - Integrated Clinical Education Experience III

0.5 credit hours

A part-time collaborative clinical experience under direct supervision of a licensed Physical Therapist. Students are expected to apply physical therapy principles previously learned and/or currently being delivered in the didactic and laboratory curriculum. Prerequisites: DPTR 7580, and all second year fall semester courses

DPTR 8425 - Management of Male and Female specific Issues

2 credit hours

This course covers the evaluation and intervention for gender-specific health care issues. Pelvic floor dysfunction (incontinence, pelvic pain, and pelvic organ prolapse), antepartum and postpartum care, breast health, testicular and prostate health, menopause, lymphedema, disability and sexuality, intimate partner violence, cardiovascular disease in women, and the female athlete triad will be discussed. Prerequisites: DPTR 7302, DPTR 7430

DPTR 8490 - Comprehensive Practical II

0 credit hours

This is the second comprehensive practical in the program. The student will be expected to complete and successfully pass a comprehensive practical exam including content previously covered including but not limited to examination, evaluation, and intervention of neuromusculoskeletal impairments and associated activity limitations and appropriate documentation. Prerequisites: DPTR 7390 and all year two fall semester and first session spring semester courses Corequisites: All year two, second session spring semester courses

DPTR 8491 - Service Learning Project

0 credit hours

Students will participate in service learning opportunities with individuals in the community. These service opportunities must be related to physical therapy. Following the service learning experience(s), each student will complete a written reflection on lessons learned and the overall meaning of the experience.

DPTR 8495 – Whole Person Healthcare

2 credit hours

This course focuses on the application of the concepts of clinical reasoning and evidence-based practice to physical therapy patient management. Students will practice identifying and addressing the influence of modifiable and nonmodifiable biological, psychological, and sociocultural factors in patient presentation. Through case-based scenarios and simulated patient encounters, students will develop skills in providing comprehensive, whole person, patient-centered care in a variety of clinical settings. Prerequisites: Successful completion of all year two fall semester and first session spring semester courses.

DPTR 9150 - Virtual Grand Rounds

1 credit hours

This course is designed to take evidence-based practice into the clinic while students are completing a clinical experience. Students will be expected to pose appropriate clinical questions, perform literature searches to help answer the clinical question, analyze and discuss the relevant research, and formulate a clinical decision based on the available evidence, the patient perspective, and clinical expertise regarding patients they are seeing in their clinical experience. Prerequisites: All courses in the first two years of the curriculum Corequisites: DPTR 9180, DPTR 9280, or DPTR 9380

DPTR 9180 - Clinical Education Experience II

10 credit hours

The first full-time terminal clinical education experience under the supervision of a licensed professional. During the ten-week experience, the student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice. Prerequisites: All courses in the first two years of the curriculum

DPTR 9190 – Comprehensive Exam

0 credit hours

Students are required to pass a Comprehensive Written Examination as a condition of graduation. This course helps students fulfill this requirement. Prerequisites: All courses in the first two years of the curriculum.

Third Year

DPTR 9251 – Applied Capstone Project

2 credit hours

The student will participate in a culminating scholarly project with faculty guidance, incorporating critical analysis and collaborative review. The student is expected to submit a completed abstract and poster for oral presentation, as well as the documents supporting the project (IRB approval, literature review, data collection forms, participant data and signed consents) at the completion of the course. Prerequisites: DPTR 8150

DPTR 9280 - Clinical Education Experience III

10 credit hours

The second full-time terminal clinical education experience under the supervision of a licensed professional. During the ten-week experience, the student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice. Prerequisites: All courses in the first two years of the curriculum

DPTR 9380 - Clinical Education Experience IV

10 credit hours

The third full-time terminal clinical education experience under the supervision of a licensed professional. During the ten-week experience, the student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice. Prerequisites: All courses in the first two years of the curriculum

Other Courses

DPTR 7501 - Directed Studies

1-3 credit hours

Students will participate in a customized course under the direction of a faculty member to cover needed content within the program. Specific content covered will vary by situation and credit hours assigned.

ASHS 6500 - Gross Anatomy Dissection (Elective**)

2 credit hours

Health professions students will receive online and in-person lab instruction and anatomy reviews by faculty and work together in small groups as dissection of human donors is performed. In addition to gaining a deeper understanding and appreciation of human anatomy, students will develop technical skill and exploration of dissection. Requirements: The anatomy faculty must approve students before enrolling in this elective course. Grading: Pass/Fail.

Athletic Training, MS

Master of Science in Athletic Training

The Master of Science in Athletic Training (MSAT) program is post- professional distance learning program culminating in a Master of Science in Athletic Training degree. Didactic coursework in advanced areas of study can be planned to allow students to complete the program in one or two years. The MSAT 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 clinical decision-making and advancement of clinical practice. 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 MSAT program is a 12-24 month program comprised of 30 credits.

Tuition & Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Application Deadline

Applications for the MSAT 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

The MSAT program will admit athletic training professionals with diverse professional and personal experiences who have demonstrated capacity to pursue a rigorous course of graduate study. Prospective students will be selected by considering the overall qualities of the applicant through application content, academic record, and prior experience.

Admission requirements include:

1. Candidates accepted for admission to the MSAT program will have earned a bachelor degree prior to enrollment from a college or university accredited by a U.S. Department of Education institutional accreditor. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.
2. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification, or eligibility to sit for the BOC exam, as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers.
3. Students must demonstrate proof of state licensure (if required in your current state or country of residence). A copy of a current state license is required.
4. Candidates must have achieved a minimum overall cumulative GPA of 2.75 (on a 4.0 scale).
5. One official recommendation form must be completed by an academic advisor, professor, employer, or other individual who can attest to the applicant's potential for success in the master's program. Letters form an educational consulting service will not qualify. Recommendations must be submitted for each application year.
6. 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.
7. Candidates must submit an application form.
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.

International Student Admission

This online program is open to international applicants.

Graduation Requirements

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

- Complete all prescribed and elected courses within five years of commencing the program
- Maintain a minimum overall GPA of 3.0
- Complete with a passing grade ("C" or better) all prescribed courses

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Athletic Trainers 29-9091.00; Education Administrators, Postsecondary 11-9033.00; Recreation and Fitness Studies

Teachers, Postsecondary 25-1193.00; Exercise Trainers and Group Fitness Instructors 39-9031.00; Exercise Physiologists 29-1128.00.

MS in Athletic Training Program Outcomes

Upon completion of the Master of Science in Athletic Training Program, students' will be able to achieve the following outcomes:

- Implement quality improvement strategies to identify and address quality gaps for the purpose of improving patient outcomes, system performance, and professional development.
- Demonstrate advanced clinical decision-making in athletic training practice in a manner that integrates clinical experience, patient values, and the best available evidence.
- Demonstrate knowledge of the principles of clinical outcomes assessments and the value of these outcomes to informing patient care and advancing the athletic training profession.
- Utilize information and technology to improve the quality of patient care, manage knowledge, mitigate error, and support clinical decision-making in athletic training practice.
- Demonstrate advanced knowledge and skills in their chosen area of advanced clinical practice (i.e., orthopaedics, rehabilitation, or sport neurology and concussion).

Courses

Descriptions and Credit Values

Clinical Decision-Making Foundation

ATRN 7110 - Quality Improvement and Patient Safety

3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serves as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. *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.

ATRN 7130 - Patient-Oriented Outcomes

3 credit hours

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services 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. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

ATRN 7140 - Health Information Technology

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. An understanding of informatics concepts and the skills related to the use of technology have 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. *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.

ATRN 7150 - Clinical Scholarship in Athletic Training

3 Credit Hours

The course aims to enhance the athletic trainer's ability to become proficient consumers of available evidence and understand their role as a clinician scientist in support of practice-based research. Contemporary clinical practice

requires athletic trainers to not only be consumers of the best available evidence but also contribute to the profession through scholarly activity. The course will cover advanced topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, the clinician-scientist model, clinician-researcher partnerships, and practice-based research networks. Course objectives will be achieved through personalized learning pathways, readings, multimedia presentations, reflections, and individual concept application assignments.

Research Foundation

ATRN 8010 - Research Methods & Design

3 credit hours

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to research methodology. An understanding of major considerations in designing a research study and common research methodologies is essential for all modern healthcare professionals, particularly within the context of evidence-based practice. In addition, this course will provide the athletic trainer with the fundamental knowledge to design a study in support of their applied research project. *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.

ATRN 8020 - Methods of Data Analysis

3 credit hours

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, knowledge, and tools related to methods of data analysis. An understanding of major considerations in when analyzing data is essential for all modern healthcare professionals, particularly within the context of evidence-based practice and critically appraising available literature. In addition, this course will provide the athletic trainer with the fundamental knowledge to data analysis in support of their applied research project. *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.

Elective Tracks

Students complete 12 elective credits. Students choose one of three predefined tracks in orthopaedics, rehabilitation, or sport neurology and concussion.

Orthopaedics Track

ATRN 7410 - Orthopaedic Diagnostic Evaluation

3 credit hours

This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, 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. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

ATRN 7420 - Orthopaedic Management

3 credit hours

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

ATRN 7430 - Orthopaedic Imaging and Labs

3 credit hours

This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

ATRN 7440 - Orthopaedic Surgical Considerations

3 credit hours

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques

for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

Rehabilitation Track

ATRN 7210 - Foundations of Tissue Healing
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, muscle, articular cartilage, and peripheral nerves 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. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

ATRN 7230 - Assessment of Movement Dysfunction
3 credit hours

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

ATRN 7240 - Corrective Techniques for Movement Dysfunction
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 neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

ATRN 7250 - Rehabilitation Considerations for Sport Performance
3 credit hours

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

Sport Neurology and Concussion Track

ATRN 7310 - Foundations of Sport Neurology
3 credit hours

This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport
3 credit hours

This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7330 - Classification and Management of Traumatic Head Injury
3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7340 - Assessment and Management of Complex Patients with Concussion

3 credit hours

This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

Biomedical Science, MS

Master of Science in Biomedical Science

The Master of Science in Biomedical Sciences (MSBMS) program provides an online learning opportunity for individuals aspiring for health sciences careers to become better prepared for professional studies. Courses are designed with an emphasis on academic rigor using an asynchronous learning module in a highly flexible online learning format. The MSBMS program offers concentrations in physician assistant/associate (PA) studies and dental studies. The Concentration in Physician Assistant/Associate Studies (PAS) offers a foundation in advanced sciences, general anatomy, and a Capstone series that prepares students for application improvement and academic success in PA school. The Concentration in Dental Studies (DS) offers a foundation in advanced sciences, head & neck anatomy, and a Capstone series that prepares students for admission to the ASDOH-DMD program.

- Apply biomedical knowledge gained in the classroom as academic preparation for potential studies in the PA and dental school.
- Identify social determinants of health at the local, state, and national levels and methods of health promotion initiatives and health advocacy to advance the values of whole-person healthcare, cultural proficiency, social responsibility, diversity, and accessibility of healthcare to all.
- Integrate critical thinking, current evidence-based medicine, and the ethical, legal, and biopsychosocial principles of healthcare and the provision of whole-person care.
- Produce and submit a community education program relevant to improving healthcare delivery and quality of patient care.
- Through the Capstone series, develop an understanding of team-based healthcare and the role of a PA or dentist in diverse communities.
- Develop and refine essential time management skills necessary for academic success in challenging PA or dental education.
- Enhance written and oral communication strategies to improve interview skills, interprofessional collaboration, and application preparation.

Program Mission Statement

To provide individuals aspiring for a health science career with an opportunity to become prepared for professional studies in health and medical sciences.

Length of Program

The MS in Biomedical Sciences is a 9-month online program and graduates must earn a minimum of 45 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $714 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Admissions Deadline

Applications for the MSBMS program may be submitted to Online Admissions during the open application period for the next academic year. Completed application materials must be submitted at least 4 weeks prior to the first day of the program.

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 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.

Admissions Requirements

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

1. Applicants must have earned a Bachelor of Science or Arts degree from a U.S. accredited institution of higher education recognized by the Department of Education or applicants who graduated from a university outside the United States will be required to provide a degree equivalency evaluation.*
    1. Students with a Bachelor of Science or Arts degree from a non-U.S. accredited institution of higher education must be currently residing in the U.S. and meet one of the following:
        1. Permanent US citizenship
        2. Permanent residency status (green card)
2. Applicants must have achieved a minimum 2.5 cumulative GPA overall and a 2.5 minimum science GPA on a 4.0 scale.
3. Applicants must submit all official transcripts from all qualifying institutions and have completed the following courses, with a C or better, prior to matriculation:
    1. Anatomy: 3 semester (5 quarter) hours

    1. Combined Anatomy & Physiology courses will require 6 semester (9 quarter) hours to satisfy the Anatomy requirement
    2. English Composition: 6 semester (9 quarter) hours
4. Applicants must submit one (1) letter of recommendation, unrelated to the applicant.
5. A personal statement essay.
6. Matriculants are required to submit official transcripts from all colleges and universities attended by the date of matriculation. The final transcripts confirming an undergraduate or graduate degree, if required for the academic program, must be submitted by the date of matriculation.
7. Applicants must be able to meet minimum technology requirements as outlined in the student technology requirements during the entirety of the master's program.
8. Non-refundable application fee.
9. The applicant must be fluent in English (the language of instruction of this program). When the applicant speaks and/or writes in English as a second language, the applicant must submit Test of English as a Foreign Language (TOEFL) scores for review. Acceptable minimal TOEFL scores for the ATSU-ASHS applications are:
    1. Acceptable IELTS score is an overall band score: 6.5
    2. Internet-based total score: 80

Applicants who speak and/or write English as a second language who have previously graduated from a college or university accredited by the U.S. Department of Education with a bachelor's degree (or higher) are exempt from this requirement.

Applicants who believe the TOEFL requirement should be waived may petition the Physician Assistant Department Chair in writing.

Students with a Bachelor of Science or Arts degree from a non-U.S. accredited institution of higher education must be currently residing in the U.S. and meet one of the following:

- Permanent U.S. citizenship
- Permanent residency status (green card)

*Applicants who have graduated from a foreign college or university should submit acceptable evidence of U.S. degree/course equivalence. All coursework taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

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

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

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

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

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

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

American Assn. of Collegiate Registrars & Admissions Officers
One Dupont Circle, NW, Suite 520 Washington, DC 20036-1135
202.293.9161

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

Selection of Applicants

Applicants are reviewed on an ongoing basis by the MSBMS admission committee. The admission committee reserves the right to accept, reject, waitlist, or defer an applicant. Applicants who receive a letter of acceptance are granted a specified time period to notify the program of their intention to enroll. Accepted students must submit the following to Admissions before matriculation:

- Signed admission agreement
- Signed financial liability statement
- Non-refundable deposits
- Copies of official transcripts from every institution attended
- Criminal background check through the University approved vendor

Academic Standards, Guidelines, and Requirements

Transfer/Advanced Standing Credits

The MSBMS program does not allow transfer/advanced standing credits at this time.

Technology Requirements

Please visit the ASHS Online Programs Technology Web Page to review the minimum technology specifications for students accepted to ATSU-ASHS online programs.

Plagiarism

Plagiarism is the presentation of another's work as if it were one's original. Proper and complete citation and reference, in accordance with AMA 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 is infrequent or is missing citations.

Plagiarism Sanctions

All assignments submitted for a grade are subject to review for plagiarism. The consequences of plagiarism vary based on whether the incident is the first, second, or third occurrence.

First Occurrence

A first instance of plagiarism is generally believed to result from lack of familiarity and inexperience using AMA guidelines and is perceived as a misuse of sources. The sanctions for the first offense generally are, but not limited to:

- 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 within the prescribed time 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 naivete, ignorance of guidelines, or a misunderstanding of what constitutes acceptable graduate scholarship at ATSU. The sanction for a second plagiarism may include, but not limited to:

- Required completion of the University Writing Center's Proper Use Resource tutorial.
- 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 includes but is not limited, to:

- Dismissal from the program.

Academic Probation

Progression in the MSBMS program is contingent on continued demonstration of satisfactory completion of the program objectives and course content. Lack of academic progression will result in the student being placed on academic probation. Students failing one (1) course will be automatically placed on academic probation. A remediation activity may be assigned to one (1) course per block for students who achieve a final grade below "C" in that course. Students who successfully complete the assigned remediation activity will remain on academic probation for the next academic block or until sustained academic progression is demonstrated. No more than two (2) remediation activities will be offered during the MSBMS program.

Dismissal

Dismissal from the MSBMS program may be determined as a result of, but not limited to, the following conditions:

1. Completion of any course with a "D" or "F";
2. Continued academic probation;
3. Violation of the Student Code of Academic or Behavioral Conduct; or
4. Failure to maintain the minimum cumulative GPA of 2.0. Additional information on academic probation and dismissal can be found in the **ATSU-ASHS Information and Policy** section of this catalog.

If a student meets the requirements of the probationary period, they will be removed from academic probation and returned to good academic standing. MSBMS students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program director for re-entry.

Academic Review Board

Students who fail any course(s) in the MSBMS program are automatically referred to the Academic Review Board (ARB). Students will receive a formal meeting notice via ATSU email. Students have the right to attend and/or provide a written response to the ARB. Progression in the MSBMS program is contingent on continued demonstration of satisfactory completion of program objectives and course content. Lack of academic progression is grounds for an academic dismissal from the MSBMS program. Separately from the ARB process, students have the right to submit an academic appeal of the course failures to the Director of the MSBMS program per the **Academic Appeals Policy** located within the ATSU Policies section of this Catalog.

Academic Standing

In order to maintain good academic standing, students must receive a passing grade ("C" or "RC") in all courses. Academic standing is evaluated after each semester block.

Participation and Attendance in Courses

Attendance for each course is taken the first week of class. Students are required to complete the Acknowledge the Syllabus assignment to have attendance accepted. Students failing to complete this requirement may be removed from the course and administratively withdrawn. Weekly continuous participation is expected in all class activities. Discussion post assignments are required every week. The academic

week is from 12:00 AM Arizona time Monday morning through 11:59 PM Arizona time the following Sunday. Participation is defined as having completed one or more of the activities required in any week. These can include:

- Discussion postings
- 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 is considered absent and will be administratively withdrawn from the course(s).

Course Access

Students are granted course access the Friday prior to the first day of class. Classes begin on Mondays.

Inclement Weather/Power Outage Policy

In the event of a major weather occurrence or a widespread power outage that prevents a student from accessing a class, instructors will work with the student to set reasonable accommodations to accept assignments after the due date. Instructors may request documentation from a student if a weather or power-outage occurrence is not widespread.

Late Assignment Policy

Late submissions will incur a penalty as outlined in the course syllabus. In the event you are unable to submit work to Canvas by the deadline due to technology issues, you must notify your instructor and open a ticket with ITS or call 800.626.2200. Keep your ticket number as documentation that the issue has been reported. Once the IT issue has been resolved, submit your work through Canvas for grading.

Program Cancellation

Should the institution cancel a program, currently enrolled students are permitted to complete the program before it is discontinued. No new students are permitted to enroll in a program that the institution has cancelled.

Graduation Requirements

Students in the online MSBMS program must meet the following requirements for graduation. Each student must have:

- Complete all prescribed courses
- Successfully complete all coursework with a minimum grade of "C" or "RC"
- Successfully complete a Capstone project

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Biological Scientists, All Other 19-1029.00; Bioinformatics Scientists 19-1029.01; Biologists 19-1029.04; Life Scientists, All Other 19-1099.00.

Courses

Descriptions and Credit Values

Students in the Concentration in Physician Assistant Studies (PAS) must take all courses in the PAS curriculum. Students in the Concentration of Dental Studies (DS) must take all courses in the DS curriculum.

Block 1

MSBS 5100 - Clinically Oriented Anatomy
3 credit hours
A regionally based approach to macroscopic human structures, landmarks, and spatial relationships. The MSBMS students will apply learned knowledge through various activities with a focus on medical imaging modalities, physical exam and case studies. Assignments will require students to describe clinical presentations of disease and the techniques used in the assessment of human pathology. Regional Gross Anatomy covers the back, thorax, abdomen, perineum/pelvis, the upper and lower limbs, and head and neck. (PAS students only)

MSBS 5150 – Head & Neck Anatomy
3 credit hours
A macroscopic study of the head and neck focused human structures, landmarks, and spatial relationships. The MSBMS dental focus students will apply learned knowledge through various activities with a focus on medical imaging modalities, physical exam, and case studies. Assignments will require the students to describe clinical presentations of disease and the techniques used in the assessment of human head neck pathology. Focus on the anatomy of bones, muscles, nerves, blood vessels, and lymphatics of the head and neck and embryologic development of the teeth, periodontum, or mucous membranes, head and neck. (DS students only)

MSBS 5000 - Medical Physiology I
3 credit hours
Physiology 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. Medical Physiology I Foundation topics include homeostasis; Cell Adaptation and Necrosis, Membrane function and signal transduction; Smooth muscle; Autonomic function; Body fluid compartments; Fluid dynamics; Ionic basis of excitation; Skeletal muscle and Eyes, Ears, Nose, and Throat (EENT). Students will gain an understanding of the integrated functions of the normal body. Lastly, students will develop "problem solving" and "critical thinking" skills through

evaluating clinical situations and through presentations of case studies.

MSBS 5400 - Microbiology and Infectious Diseases

3 credit hours

The purpose of this course is to provide students with the knowledge to understand how microorganisms cause human disease, the principles regarding mechanisms of infectious disease transmission, the interactions between microorganisms and hosts, and concepts in infection control and prevention. Emphasis is placed on studying gram-negative and gram-positive bacteria, virology, fungi, and parasites responsible for human infectious diseases, clinical manifestations of correlating infections, and common treatment regimens. Case-based clinical scenarios are specifically selected for the MSBMS students to emphasize concepts and clinical correlations.

MSBS 5200 - Biochemical Essentials

3 credit hours

Biochemistry introduces the molecular basis of cell function and the biochemical basis of the interplay between structure and function. Special attention is given to disease states caused by chemical imbalance, genetic abnormalities, nutritional deficiencies, etc. The course also covers mechanisms of various FDA-approved medications and their target diseases. The course is interactive and lecture-based, with weekly discussions and quizzes embedded in each module

MSBS 5600 - Medical Writing for Health Professionals

3 credit hours

This course will examine the various types of medical writing a health professional will produce. This course encourages good writing skills through proper AMA formatting and citations. Students will develop skills around searching, analyzing and applying research literature in the medical sciences. Students will produce various written assignments to assess skills and strengths in medical writing and clinical guidelines.

Block 2

MSBS 5030 - Medical Physiology II

3 credit hours

Physiology includes the study of the normal function of each of the organ systems in the human body. Medical Physiology II will continue building upon the basic concepts of physiology from Medical Physiology I. Medical Physiology II will expand on the physiological aspects of the Renal System and its association with Acid-Base balance. Physiological functioning of the Respiratory System, mechanics of breathing, regulation of pH, and gas transport will be detailed. Medical Physiology II will cover the Cardiovascular System. Electrical activity of the heart, the heart as a pump, cardiovascular regulatory mechanisms, the cardiac cycle, and neurohumoral regulation of the cardiovascular system will be emphasized. Students will gain an understanding of the integrated functions of the normal body. Lastly, students will develop "problem solving" and "critical thinking" skills through evaluating clinical situations and through presentations of case studies.

MSBS 5550 - Genetics

3 credit hours

This course will cover genetics from a medical perspective via covering the physiology of genetic diversity and disease. The curriculum covers a variety of topics from basic genetic content i.e., DNA replication and composition then transitions the learner to advanced topics including cytogenetics, mutation and metabolism, population genetics, and clinical genetics. Learning outcomes include mapping genetic diseases from a molecular level to expression, discussing ethical dilemmas, and preparing the student for a clinical career.

MSBS 5300 - Pharmacology I

2 credit hours

This course presents students with the principal pharmacological information they will need to practice medicine. The information includes drug mechanism of action, pharmacokinetics, therapeutic uses, adverse effects, contraindications, and potential drug-drug interactions. Course content is delivered via recorded lectures and application exercises including formative quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the material. The application exercises use clinical cases in a team-based learning format to enhance understanding of the pharmacology of the drugs.

MSBS 5700 – Medical Ethics

3 credit hours

This course will provide an overview of the principles of medical ethics (autonomy, beneficence, and justice) and ethical theory. Discussion will review the ethical challenges faced in healthcare and health administration, the ethical requirements of human-subjects research, the right to privacy and the ethical decision-making process. The responsibilities and boundaries of the patient-healthcare provider relationship and the conflicting demands of providing quality care with limited resources will be addressed, as will the relationship and responsibilities of healthcare providers to society. Case studies will be included to develop ethical reasoning skills applicable to daily practice.

MSBS 5900 – Capstone I

2 credit hours

The first course of the three-course series is designed to instruct the learner in the overarching tenets of medical professionalism essential to PA and dental practice. This course focuses on medical team dynamics, scenario based applied medical ethics, bias in medicine, and clinical research.

The learner will take a deep dive into the PA or dental profession as well as interact one-on-one with a practicing PA or dentist to gain insight into the profession. During the capstone course sequence, the learner will work closely with their faculty advisor as they progress from conceptualization to completion of the applied project in Capstone III.

Block 3

MSBS 5060 - Medical Physiology III

3 credit hours

Physiology includes the study of the normal function of each of the organ systems in the human body. Medical Physiology III will continue building upon the basic concepts of physiology from Medical Physiology I and Medical Physiology II. Medical Physiology III will expand on the physiological aspects of the Endocrine System, Gastrointestinal System, and Neurophysiology. Endocrine System modules will focus on whole body homeostasis and the relationship of endocrine function and reproduction. The weekly modules on the Gastrointestinal System will cover the digestive process, the absorption of nutrients, and the role of the Liver. The central and peripheral nervous systems will be revisited, and the weekly modules will cover somatosensory transmission (pain, touch, and temperature) and reflexes. Students will gain an understanding of the integrated functions of the normal body. Lastly, students will develop "problem solving" and "critical thinking" skills through evaluating clinical situations and through presentations of case studies.

MSBS 5310 - Pharmacology II

3 credit hours

This course is a continuation of Pharmacology I and presents students with the principal pharmacological information they will need to practice medicine. The information includes drug mechanism of action, pharmacokinetics, therapeutic uses, adverse effects, contraindications, and potential drug-drug interactions. Course content is delivered via recorded lectures and application exercises including formative quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the material. The application exercises use clinical cases in a team-based learning format to enhance understanding of the pharmacology of the drugs.

MSBS 5450 – Principles of Immunology

2 credit hours

The purpose of this course is to provide a foundational understanding of the immune system and its ability to prevent or limit infections caused by viruses, bacteria, fungi, protozoa, and worms. This course will build on previous knowledge of microbiology, biochemistry, and genetics to compare and contrast innate and adaptive immune systems. This course teaches humoral and cell-mediated immunity, and their role in autoimmunity, transplantation, host-parasite relationships, and disease. The objectives of this course include being able to distinguish various cell types involved in the immune response and provide an overview of the interaction between the immune system and pathogens.

MSBS 5800 – Social & Behavioral Determinants of Health

3 credit hours

This course will serve as an introduction to the social, cultural, behavioral, and economic factors that influence health status and population health interventions. The course will provide the student with the knowledge and self-efficacy to improve insights on communities and individuals different from their own that they may work with in the future.

MSBS 5930 - Capstone II

2 credit hours

The second course of the three-course series is designed to instruct the learner in the overarching tenets of medical professionalism essential to PA and dental practice. This course focuses on in-depth medical professionalism, giving him receiving feedback, and interviewing techniques. They applied project will be introduced and the learner will build the necessary background knowledge to successfully create an innovative health intervention project. During the capstone course sequence, the learner will work closely with their faculty advisor as they progress from conceptualization to completion of the applied project in Capstone III.

Block 4

MSBS 5960 - Capstone III

4 credit hours

This third course of the three-course series is designed to instruct the learner on the process of developing and completing an applied project. The applied project will be designed to target a health problem with an innovative health intervention project. During the capstone course sequence, the learner will work closely with their faculty advisor as they progress from conceptualization to completion of the applied project.

Occupational Therapy, MS

Master of Science in Occupational Therapy

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

Length of Program

The Master of Science in Occupational Therapy a full-time program with 22-months in class and fieldwork, 27- months in total with breaks. The program is offered in a residential format, culminating in the Master of Science in Occupational Therapy degree (MSOT). The Master of Science in Occupational Therapy program is 88 credit hours.

Philosophy of the Occupational Therapy Program

The philosophical base of the ATSU MSOT program rests on the beliefs that Occupational Therapy:

- Uses a holistic client-centered perspective including consideration of social determinants of health
- Supports lifelong learning and professional development
- Promotes ethical and evidence-based practice
- Cultivates community and supports social responsibility
- Collaborates among interdisciplinary professionals and teams
- Integrates innovation into healthcare and education
- Champions leadership and advocacy within the profession
- Demonstrates the distinct value of the profession through research and scholarship

Occupations are a therapeutic means to an end to facilitate function, health, and quality of life (AOTA, 2017). The program adheres to the belief that students are active learners who acquire knowledge best when they can integrate theoretical and didactic content through experiential learning activities in the classroom, clinic, and community. Foundational concepts are introduced in an integrated manner as students learn to build on simple concepts and apply them to practice. Learning is accomplished when instructors engage students in learning communities with ongoing discourse that facilitates understanding, analyzing, critically evaluating, and applying the information presented.

The faculty are committed to learning-centered teaching and incorporating teaching and learning activities, which support diverse learners. Faculty maintain expertise in their content areas via engaging in regular continuing education and pursuing opportunities in the community to further their skills as both educators and clinicians.

The curriculum is designed to engage students in occupation-based practice to support health and wellbeing for individuals and diverse populations. Additionally, coursework and the experiential components of the program facilitate the development of innovative occupation-based programming that meets the needs of clients, populations and underserved communities. Faculty and students work collaboratively on endeavors that include community service and dissemination of scholarly projects.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. American Journal of Occupational Therapy, 71(Suppl. 2), 7112410045. https://doi.org/10.5014/ajot.2017.716S06

Accreditation

The MSOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814 telephone number, c/o AOTA is 301.652.6611. ACOTE website: www.acoteonline.org

Graduates of the program will be eligible to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT) following the completion of their academic coursework and fieldwork experiences. NBCOT is located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, web www.nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states within the United States require licensure in order to practice occupational therapy. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2028, year 1
Tuition: $41,724
Student Technology Fee: $1,484

Class of 2027, year 2
Tuition: $41,724
Student Technology Fee: $1,484

Class of 2026, year 3
Tuition: $10,432
Student Technology Fee: $448

Admissions

Application Process

Applications to the residential entry–level Master of Science in Occupational Therapy program are processed through 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 once each academic year with classes beginning in mid-July.

Admission Requirements

1. Applicants accepted for admission will have earned a baccalaureate degree from a school accredited by a US Department of Education institutional accreditor prior to matriculation.
2. Applicants must have achieved a minimum 2.75 cumulative grade point average overall or have achieved a minimum of 2.75 cumulative grade point average for the last 60 credits or if under a minimum of 2.75 cumulative grade point average for the last 60 credits there may be special considerations for a holistic approach.
3. Applicants are required to submit all official college or academic transcripts.
4. Applicants are required to obtain a minimum of 20 contact/observation hours in the occupational therapy field. More than one setting is recommended. Applicants may observe A.T. Still University occupational therapy courses on campus to obtain observation hours by request. Applicants must contact the A.T. Still University OT admissions committee to coordinate the on campus class observation by emailing rebeccawolf@atsu.edu.
5. Applicants must secure two (2) professional or academic letters of recommendation, one of which must be written by an occupational therapist or other licensed healthcare professional. The admissions committee will not accept letters of recommendation from friends, family members, or educational consulting services.
6. Applicants who are considered potential candidates will be invited to participate in an applicant interview process.
7. Applicants must complete all prerequisite courses by the end of the academic term prior to matriculation at ATSU.
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.
9. Admitted students must obtain and maintain Health Care Provider level of CPR certification from American Heart Association. Verification must be submitted to the Occupational Therapy department prior to enrollment.
10. Admitted students are required to submit to a criminal background check at their own expense. 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 admitted students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. You can find information on the methods by which you can demonstrate your English Proficiency in the **ATSU-ASHS General Admissions** section.
12. Applicants who wish to be considered for more than one ATSU-ASHS program, including both Occupational Therapy programs, MSOT and OTD-entry level (and including Physical Therapy, Physician Assistant, Audiology), must submit separate application fees, transcripts and references. 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. Application materials are not transferable from one application year to another, unless an applicant was granted deferred admission. Each ATSU program has separate initial application platforms (i.e., OTCAS for occupational therapy applications).
13. Applications for the Master of Science in Occupational Therapy-entry level program are processed on a rolling admissions basis, which means that seats are offered to qualified applicants beginning in October and ending when all seats are filled. For that reason, applicants are encouraged to apply early as seats fill quickly.

Prerequisite Courses

- Human Anatomy: one course with lab, minimum of 4 semester (6 quarter) hours
- Human Physiology: one course with lab, minimum of 4 semester (6 quarter) hours
    - Note: Human Anatomy/Physiology I and II may be substituted for the above courses
- Science: In addition to bullet points one and two above, one course for a minimum 3 semester (4 quarter) hours each from one of the following: General Biology I & II, Microbiology, Chemistry (Physical, Organic, Biochemistry) or Physics. Preference for courses with lab.

- Statistics: one course for a minimum 3 semester (4 quarter) hours. Course must be behavioral, education, psychological or mathematical statistics.
- Lifespan Human Development: This requirement can be met by having one course, for a minimum 3 semester (4 quarter) hours that covers human development from birth through gerontology. It can also be met by having a child development or child psychology course, for a minimum 3 semester (4 quarter) hours, in addition to a gerontology or psychology of aging course, for a minimum 3 semester (4 quarter) hours
- Introduction or General Psychology: one course for a minimum 3 semester (4 quarter) hours
- Abnormal Psychology: one course for a minimum 3 semester (4 quarter) hours
- Introduction to Sociology OR Cultural Anthropology: One course either in Introduction to Sociology, Introduction to Anthropology or Cultural Anthropology for a minimum 3 semester (4 quarter) hours
    - English: One course of composition, grammar/literature, for a minimum 6 semester (8 quarter) hours. AP credit accepted.
    - Medical Terminology: one course for a minimum 1 semester hour (1 quarter) hour or proof of successfully completed online course (subject to admissions committee approval).

3+2 Partnership

ATSU-ASHS has partnered with Arizona State University's Kinesiology and Clinical Exercise Science degree programs and with Truman State University to offer an accelerated path. Students complete 90 undergraduate credit hours at ASU or TSU and meet the MSOT program's admission requirements, matriculate into the MSOT program. ASU or TSU awards a baccalaureate degree upon successful completion of the first year of the MSOT program.

International Student Admissions

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Graduation Requirements

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

- Complete all didactic coursework with a passing grade and maintaining a minimum cumulative GPA of 2.50.
- Complete a minimum of 6 hours of volunteer work per semester for the first three semesters of your curriculum (total of 18 hours)
- Complete all Level II fieldworks with a passing grade within 24 months of successfully completing all didactic coursework.
- Attend and complete the Practice Competency: Certification Exam Prep Course
- Attend commencement activities and graduation.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Occupational Therapists 29-1122.00.

MSOT Program Goals and Outcomes

Graduates from the MSOT program will be able to:

- 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.
    - Approach occupational therapy practice from a holistic viewpoint, incorporating all aspects of the individual's or group's life and culture.
    - Incorporate the therapeutic use of self through collaboration with others.
- 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.
- Identify and demonstrate elements of health and wellness in their own lives, serving as a model for others.
- Facilitate interventions, activities and programming to promote health and well-being for all clients.
    - Select appropriate evaluation processes and tools for assessing function based on occupational therapy frames of reference and models of practice.
    - Develop and implement appropriate occupational therapy treatment plans and interventions that reflect client needs including cultural, socioeconomic, age, gender, and lifestyle factors.
    - Modify and revise treatment goals and interventions based on the client's progress.
    - Develop and implement programming that facilitates responsibility for personal health and quality of life.
- Understand health disparities and the cultural influences on health and recovery.
- Engage in interventions, activities and programming to serve the underserved.
- Understand the Occupational Therapy Code of Ethics, and will demonstrate moral responsibility and ethical practice during their professional training.
    - Demonstrate critical thinking, problem solving, and decision-making that reflect ethical occupational therapy practice.
- Demonstrate a commitment to their profession, by participating in professional organization activities and/or scholarship opportunities.
- Communicate the value of occupations, helping all clients to identify the meaningful activities that promote engagement in life.
    - Articulate and demonstrate the role and value of occupational therapy to the public and other health care professionals.

- Utilize occupations, in many forms, as a means to achieve health and wellness for all clients.
- Demonstrate entry-level skills needed for management and administration of occupational therapy services, including leadership, advocacy, marketing, and consultation.
- 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.

National Board for Certification in Occupational Therapy (NBCOT)

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street, Suite 300, Gaithersburg, MD 20878, phone: 301.990.7979, fax: 301.869.8492, www.nbcot.org. Upon passing the NBCOT exam, Entry- Level Doctor of Occupational Therapy graduates and Entry-Level MSOT 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. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Academic Progression Transfer Policy

MSOT Program to OTD Program

The OT program at ATSU has two distinct entry-level occupational therapy degree programs: OTD and MSOT. Each student is admitted and matriculates into one of the two programs. The curriculum between the two programs are the same for the first year of coursework. However, after the first year is completed, the curriculum becomes distinct between the OTD and MSOT programs. The transfer process is conceived as a continuum of academic progression. Each students' request for transfer is constrained by the time of the request and is dependent upon application approval.

Eligibility

Students in good academic standing during the first year are eligible to request transfer from MSOT to the OTD program. The student must not have failed any course in the first year, have a minimum GPA of 3.0, and have demonstrated ability and professionalism in handling the rigor and demands of the program. The transfer GPA will be the average of GPA at the time of admission to the program and the first year GPA.

Timeline

Students may request a one-time transfer from the MSOT program to the OTD program. Such transfers must take place within one year of matriculation into the ATSU occupational therapy program. Students who want to transfer from the MSOT program to the OTD program must request the transfer in the spring semester of the first year (minimum 4 weeks before end of term) in order for the department to complete the required steps of the transfer process including appropriate paperwork with Enrollment Services prior to the first day of the fall semester of the student's second year. Once the first day of the fall semester of the student's second year begins, the student is no longer eligible to request a transfer.

Transfer request process

The student requesting the transfer must generate a written statement explaining why he or she is requesting the transfer to the OTD program. He or she will then submit the statement to the program chair for approval. Once the chair receives the request, the chair will meet with the student requesting the transfer to discuss their academic plan and ensure that the student understands the expectations of the OTD degree and is making an informed choice. The chair will then present this request to the OT faculty who, as the Academic Review Board, will determine the suitability of the student for the OTD program. Submission of a request for transfer is not guaranteed approval.

In cases of extenuating circumstances, regardless of the degree program the student has matriculated into, the University's **academic and absence policies** will apply.

Courses

Courses: Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

*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.

First Year Fall Semester

ASHS 6100 - Human Anatomy I
4 credit hours
This course is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems and regions. It is also intended to build on foundational human anatomy using prosected human donors, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students

should be able to understand the conceptual and functional design of the human body (specifically, anatomy of the nervous and circulatory systems, upper extremity, back, and trunk) and apply their knowledge to their clinical practice, allowing them to think critically and ultimately improve patient care.

ASHS 6200 - Human Anatomy II

4 credit hours

This course is designed to enhance health professions students' knowledge and application of human anatomy, specifically as its structure relates to function of all systems and regions. It is also intended to build on foundational human anatomy using prosected human donors, imaging, and technology to advance students' ability to recognize anatomical relationships and their relevance in clinical practice and patient care. Following this course, students should be able to understand the conceptual and functional design of the human body (specifically, anatomy of the trunk, lower extremity, head and neck) and apply their knowledge to their clinical practice, allowing them to think critically and ultimately improve patient care.

OCTH 5120 - Pathophysiology

2 credit hours

This course will discuss the etiology, pathogenesis, and disease manifestation in body structures/body functions with emphasis on the signs and symptoms of disease and their subsequent impairments. Conditions typically seen by occupational therapists will be discussed to form connections between impairment, activity limitations, occupational and performance issues.

OCTH 5125 - Conditions Impacting Occupational Performance

3 credit hours

This course will address common medical conditions, across the life span, that occupational therapists encounter in practice. Students will learn about the changes to body structure and body function associated with orthopedic and neurological conditions and to apply the OT practice framework to analyze the impact of these conditions on daily occupations.

OCTH 5210 - Foundations I: History & Philosophy of Occupational Therapy

2 credit hours

This course explores the foundations of occupational therapy and the philosophical, social, political, and economic influences that have shaped the profession. Students will consider how diverse perspectives, the growth of modern medicine, and rehabilitation paradigms have contributed to its development.

OCTH 5220 - Foundations II: Occupation Based Activity Analysis & Synthesis

2 credit hours

This course will introduce students to activity analysis for the therapeutic use of everyday occupation in health development, healing, recovery and enhancing quality of life. Historical and contemporary use of creative activities will be discussed. Students will experience and gain insight into the person factors (physical, affective, and cognitive) and contextual demands of various tasks, activities, and occupations.

OCTH 5310 - Occupational Therapy Practice Contexts Across the Lifespan

2 credit hours

This course takes a health development and life course perspective to address occupational transitions and disruptions. The occupational therapy practice contexts will span from neonatal care, school, work to aging-in-place, and end of life and hospice care. Students will learn the impact of occupational loss and gains on health, well-being, and quality of life.

OCTH 5410 - Professional Development I: Professionalism

2 credit hours

This course will focus on bridging theoretical concepts and practice in working with individuals in their everyday contexts. Students will learn the basics of clinical reasoning, client-centered practice, ethical decision making, cultural humility, and the therapeutic use of self in the creation of the reflective practitioner.

First Year Spring Semester

OCTH 5130 - Neuroscience: Foundations for Human Behavior

2 credit hours

This course introduces students to basic knowledge and current advances in neuroscience, including neuroanatomy and neurophysiology. Students gain an understanding and appreciation of the relevance of neuroscience to occupational therapy practice. This course specifically addresses the understanding of the Body Systems and Body Functions that contribute to human function and dysfunction. The neurological basis for human behavior, including sensory, motor, cognition-memory, learning, language, and neuroplasticity and implications for rehabilitation, will be the focus of the course. Prerequisite: ASHS 6200

OCTH 5140 – Kinesiology

3 credit hours

Students will understand theoretical concepts and principles of kinesiology and biomechanics as it relates to normal movement patterns. Students will learn evaluation skills to assess joint and muscle actions. Prerequisite: ASHS 6100 and ASHS 6200.

OCTH 5145 - Assessments

2 credit hours

In this course, students will develop the skills to choose, administer, score, and interpret a range of assessment tools routinely utilized in occupational therapy practice. Emphasizing clinical reasoning, students will learn to strategically select assessments tailored to individual client needs and accurately interpret results, fostering a deep understanding of the assessment process. Through hands-on practice, students will gain experience in administering both standardized and non-standardized assessments, honing their ability to interpret and document assessment outcomes effectively. By the course's conclusion, students will be well-equipped to translate assessment findings into occupation-based goals, preparing them for success in fieldwork and clinical settings.

OCTH 5150 - Introduction to Pediatric Practice in Occupational Therapy

2 credit hours

This course is an introduction to pediatric practice in OT and has a developmental focus from birth to 18 years. Developmental models and pediatric frames of reference will be used as guidelines for understanding the interacting nature of sensory-motor, cognitive, social-emotional, and communication development. Developmental assessment methods and settings for pediatric OT practice will also be introduced.

ASHS 6300 - Research Methods and Design

3 credit hours

This course will focus on the development and application of graduate-level knowledge and skills related to research methods in the 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.

ASHS 6400 - Methods of Data Analysis

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.

OCTH 5320 - Basic Patient Care Skills

3 credit hours

This course will include the performance of basic patient care skills required by rehabilitation personnel. Course includes blood borne pathogens, universal safety precautions, vital signs, positioning, draping, transfers, lifting, an introduction to sterile procedure and isolation techniques, wheelchair handling, ambulation with assistive devices, environmental barriers, and basic patient care equipment. Professional issues of documentation and role differentiations are also introduced.

This hands-on component of this course is designed to strengthen fieldwork preparedness through the development of foundational clinical reasoning and professional behaviors essential for effective occupational therapy practice. Students will engage in practical skill application, simulation, and practical skill application to enhance their ability to analyze performance, problem-solve, and make evidence-informed decisions. Emphasis is placed on therapeutic use of self, communication, and ethical decision-making within clinical contexts.

OCTH 5520 - Practice Immersion I: Mental Health & Groups

5 credit hours

The purpose of this course is to prepare students to assess and provide occupation-based interventions that address the psychosocial needs of individuals across the lifespan. Students will learn to design and deliver occupational therapy services using appropriate theoretical models and frames of reference applicable to a variety of systems and settings, including behavioral health, psychiatric, community, and education-based environments. The course introduces foundational concepts in mental health practice, including group dynamics, phases of group development, group roles, conflict resolution, problem solving, and the therapeutic use of groups. Students will develop and implement intervention group protocols commonly used in mental health practice, facilitate groups, and reflect on group processes and outcomes. Prerequisite: OCTH 5125

OCTH 5710 - Fieldwork Level I A

1 credit hour

The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they become comfortable working with clients in a variety of settings. Students will apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

OCTH 5720 - Fieldwork Level I B

1 credit hour

The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they become comfortable working with clients in a variety of settings. Students will apply and enhance their didactic learning through observation and participation in some aspects of the occupational therapy process.

OCTH 5730 - Fieldwork Level I C

1 credit hour

The purpose of the Level I Fieldwork experiences are to expose students to experiences so that they become comfortable working with clients in a variety of settings. Students will apply and enhance their didactic learning

through observation and participation in some aspects of the occupational therapy process.

Second Year Fall Semester

MSOT 6810 - Evidence Based Practitioner I

2 credit hours

Students will identify a specific practice question and search for evidence both within and outside of the profession. In this course, evidence collection from systematic database search and identifying articles that meet the inclusion criteria is the outcome of the course.

OCTH 5420 - Professional Development II: Health Promotion and Education

2 credit hours

This course is designed to stimulate critical thinking about occupation as a health determinant, and its relationship to well-being, participation, and social inclusion. The relevance of contextual factors and social determinants of health on occupational access and opportunities will be the central theme of this course. Concepts of social justice, occupational justice, and health justice will be the key constructs introduced in this course.

OCTH 6530 - Practice Immersion II: Children & Youth

6 credit hours

The course will introduce students to aspects of the occupational therapy process in a variety of pediatric settings with special attention to family-centered care and collaborations with other professionals. Typical and atypical development will be discussed within the context of community, family, and school environments. Students will explore occupational therapy process with children and youth, relevant theories, models and frames of reference, and learn evidence-based practice and clinical guidelines. This practice course will help students with client-centered, evidence-based, and ethical decision making with children and youth. Prerequisites: OCTH 5130, OCTH 5140, OCTH 5150

OCTH 6540 - Practice Immersion III: Adult Physical Rehabilitation

6 credit hours

This course will introduce students to the occupational therapy process for adults with physical dysfunction who experience difficulties with everyday occupations. Students will be prepared as generalists in physical rehabilitation for adults with different conditions, in a variety of current practice settings and service delivery models. Students will learn relevant evidence-supported theoretical perspectives, models and frames of references, evidence-based practice literature, and clinical guidelines in physical rehabilitation. This practice course will help students with client-centered, evidence-based, and ethical decision making with adults.

This hands-on course is designed to strengthen fieldwork preparedness through the development of clinical reasoning and professional behaviors essential for effective occupational therapy practice. Students will engage in case-based learning, simulation, and practical skill application to enhance their ability to analyze performance, problem-solve, and make evidence-informed decisions. Emphasis is placed on therapeutic use of self, communication, documentation, and ethical decision-making within clinical contexts. The course fosters the integration of knowledge, skills, and professional reasoning to support a confident transition from academic learning to clinical practice. Prerequisites: OCTH 5130, OCTH 5140, OCTH 5320

OCTH 6550 - Modalities

2 credit hours

This course provides instruction on preparatory therapeutic interventions for occupational engagement. Course content will include the instruction, application and assessment of the use of physical agent modalities, splinting, and taping techniques. Indications and contraindications will be discussed for each technique or modality presented. Reimbursement and documentation for use of modalities will be discussed.

Elective Options

MSOT 6570 - Hand and Upper Extremity Rehabilitation

2 credit hours

This course will assist occupational therapy students to develop advanced clinical reasoning and practice skills in the area of hand and upper extremity rehabilitation. Students will incorporate relevant evidence-supported frames of references, evidence-based practice literature, and clinical guidelines into their treatment of hand and upper extremity diagnoses. Students will develop a deeper understanding of upper extremity conditions and anatomy through focused cadaver dissection. Students will build upon their foundation in orthotic fabrication to include additional types of orthoses. This course will help students with client-centered, evidence-based, and ethical decision making with clients across the life span who are being treated for upper extremity ailments. Prerequisites: OCTH 6550, OCTH 6540, OCTH 6530

MSOT 6571 - Occupational Therapy in Acute Care & Neurorehabilitation

2 credit hours

This intensive elective course prepares students to develop advanced clinical reasoning and rehabilitation skills for practice in both acute care and neurorehabilitation settings. The course covers essential knowledge and practical skills needed for treating neurological conditions in the hospital and inpatient settings. Students will integrate evidence-based practice literature, relevant frames of reference, and clinical guidelines into the evaluation and intervention process, with a

focus on motor control theories, motor learning, and the recovery of function. Key topics include the application of neurorehabilitation approaches, use of emerging technologies such as robotics and virtual reality, and understanding critical lab values, vitals, and infection control. The course also addresses interdisciplinary communication, discharge planning, indications and contraindications for occupational therapy intervention, and frequently utilized hospital and adaptive equipment. Through a combination of didactic learning and bedside skills practice, students will be prepared for fieldwork experiences or clinical practice in acute care and neurorehabilitation environments, equipped with the necessary skills of an entry-level clinician. Prerequisites/co-requisites as appropriate: OCTH 5120, OCTH 5125, OCTH 5140, OCTH 5220, OCTH 5320, OCTH 6530, OCTH 6540

MSOT 6572 - Pelvic Health

2 credit hours

This course will introduce the field of pelvic health to occupational therapy students. Students will develop practice skills and evaluative techniques for this specialized practice area. Through a combination of lectures, case studies, and hands-on learning experiences, students will gain knowledge of the musculoskeletal and neurological components of the pelvic floor. Emphasis will be placed on understanding the impact of pelvic floor dysfunction on daily activities and quality of life, as well as the role of OT in addressing these challenges. Topics will include a strong focus on the psychosocial approach to pelvic health conditions, highlighting mental health aspects and a trauma-informed approach. Labs will focus on evaluation and treatment as well as non-invasive orthopedic and visceral manual skills. This course will serve as a good introduction for students who are considering pursuing further training for a specialty of pelvic health. Prerequisites/co-requisites as appropriate: OCTH 5120, OCTH 5125, OCTH 5140, OCTH 5220, OCTH 5320, OCTH 6530, OCTH 6540.

MSOT 6573 - Sensory Integration in Pediatrics

2 Credit Hours

In this elective course, students will explore the practical application of Sensory Integration to pediatric occupational therapy practice. Students will gain a solid understanding of Sensory Integration as an evidence-based treatment strategy and explore how neuroscience informs pediatric occupational therapy practice. Additionally, students will learn how to directly apply sensory assessments and treatment strategies to home, school, and clinic settings.

MSOT 6574 - Elective (Other)

2 credit hours

This is an open elective course for future specialty practice areas to be announced by calendar year.

MSOT 6575 - Outpatient

2 credit hours

This elective course focuses on developing advanced practice skills essential for outpatient occupational therapy. Students will refine clinical reasoning, intervention techniques, and evidence-based approaches to support effective and client-centered practice in outpatient settings.

Second Year Spring Semester

MSOT 5430 - Professional Development III: Administration & Management

3 credit hours

This class focuses on the principles of organization and management in the health care system today. Administration and management in occupational therapy across practice settings with focus on an overview of payment systems, departmental organization, marketing, supervision, quality improvement and program evaluation. Models covered include nonprofit, proprietary, entrepreneurial, and corporate facilities. Systems of managed care and changes in health care delivery are examined.

MSOT 6560 - Maintaining Health & Wellbeing for Older Adults

3 credit hours

Students will learn how as occupational therapists they can enhance the quality of life for those who experience age-related changes and/or chronic disease conditions. Students will examine topics within public health and epidemiology and expand their knowledge of the OT's capacity to prevent disability and activity limitations and to promote health, participation, and social inclusion.

MSOT 6820 - Evidence Based Practitioner II

2 credit hours

Students will effectively analyze and synthesize professional literature to answer specific focused question(s) in a practice area. They will then identify how they can translate evidence to practice.

OCTH 7740 - Fieldwork Level II A

6 credit hours

Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

OCTH 7460 - Practice Competency: Certification Exam Prep Course

1 credit hour

Students attend a two-day course that provides information, learning activities, practice questions, and study strategies to use in preparation for taking the National Board for Certification in Occupational Therapy. This course is a programmatic requirement to establish competency for entry level practice prior to graduation.

Third Year Fall Semester

OCTH 7750 - Fieldwork Level II B

6 credit hours

Each Level II Fieldwork is 12 weeks of full-time work under the supervision of a full-time OT Fieldwork educator.

Other Courses

ASHS 6500 - Gross Anatomy Dissection (Elective**)

2 credit hours

Health professions students will receive online and in-person lab instruction and anatomy reviews by faculty and work together in small groups as dissection of human donors is performed. In addition to gaining a deeper understanding and appreciation of human anatomy, students will develop technical skill and exploration of dissection. Requirements: The anatomy faculty must approve students before enrolling in this elective course. Grading: Pass/Fail.

MSOT 6000 – Independent Study

2-4 credit hours

This course provides individualized instruction and academic support based on the student's specific curricular needs. Course content, learning activities, and assessments are determined in collaboration with the appropriate faculty member(s) to address outstanding course requirements, facilitate successful completion of previously attempted coursework, or support progression within the curriculum.

OCTH 6000 – Independent Study

2-4 credit hours

This course provides individualized instruction and academic support based on the student's specific curricular needs. Course content, learning activities, and assessments are determined in collaboration with the appropriate faculty member(s) to address outstanding course requirements, facilitate successful completion of previously attempted coursework, or support progression within the curriculum.

Optional Certificate in Public Health (additional curriculum for MSOT students)

All MSOT students will have the option to obtain the Certificate in Public Health through the College of Graduate Health Studies at A.T. Still University unless a Master's in Public Health has been previously awarded. The additional courses for the certificate are not included in the MSOT tuition fee.

PUBH 5000 - Introduction to Public Health Concepts

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.

PUBH 6100 - Identifying Community Health Needs

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19

3 credit hours

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

Physician Assistant Studies, MS

Master of Science in Physician Assistant Studies

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 127 credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2028, year 1
Tuition: $57,054
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $1,973

Other Estimated Expenses: $42,230

Class of 2027, year 2
Tuition: $57,054
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $0

Other Estimated Expenses: $42,195

Class of 2026, year 3
Tuition: $10,270
Student Technology Fee: $268
Medical Equipment & Lab Fee: $0

Other Estimated Expenses: $11,025

Other estimated expenses are subject to change annually and the itemization can be found within the program's website under tuition/fees/estimated program costs.

Admissions

Application Process

The ATSU-ASHS 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 660.626.2237.

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. Deadlines for secondary applications will be posted online and in CASPA. 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 ATSU-ASHS general admission requirements.
2. The applicant must have achieved a minimum 3.00 cumulative grade point average overall and a minimum 3.00 cumulative science grade point average on a 4.00 scale.
3. Candidates accepted for admission to the ATSU-ASHS PA Program must have earned a baccalaureate degree or higher from a college or university accredited by a U.S. Department of Education institutional accreditor (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 college or university accredited by a U.S. Department of Education institutional accreditor (no equivalency will be accepted).

1. Human Anatomy with lab (recommended that course be completed within 5 years of application date), minimum 4 semester (6 quarter) credits.
2. Human Physiology with lab (recommended that course be completed within 5 years of application date), minimum 4 semester (6 quarter) credits.
    - If you have taken a combined Anatomy & Physiology course, you must have two or more semesters (each with lab) totaling 8 semester (12 quarter) credits.
3. Microbiology (with or without lab; recommended that course be completed within 5 years of application date), minimum 3 semester (4 quarter) credits.
4. General chemistry (with or without lab; recommended that course be completed within 5 years of application date), minimum 4 semester (6 quarter) credits.
5. Biochemistry (with or without lab; recommended that course be completed within 5 years of application date), minimum 3 semester (4 quarter) credits.
6. Psychology, minimum 6 semester (9 quarter) credits.
7. College Statistics, minimum 3 semester (4 quarter) credits.
8. English Composition, minimum 3 semester (4 quarter) credits.
9. English elective, minimum 3 semester (4 quarter) credits.
10. Medical Terminology, minimum 1 semester (1 quarter) credit.

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.
    1. The first letter should be from an employer or supervisor.
    2. The second letter should be from a healthcare practitioner (physician, physician assistant or nurse practitioner).
    3. The third letter should come from a faculty member from whom the applicant has taken a course.
6. Applicant must obtain a minimum of 500 hours of 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.
7. All applicants are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University. See the **ATSU-ASHS English Proficiency** section for more details.
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. See the **Minimum Technology Specifications** under the General Admission Requirements section.

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 may be required to visit ATSU-ASHS to participate in an applicant interview process.

The MSBMS program at ATSU is the perfect stepping stone opportunity to improve your academic background, develop a deeper understanding of the medical sciences, and bolster your prerequisites to get into a PA program. All students who complete ATSU's MSBMS program with a GPA of 3.5 or higher AND meet the prerequisite requirements will be granted an automatic interview with the ATSU-ASHS PA program.

Admission Recommendations

1. A minimum of 100 community service hours is strongly recommended.
2. Shadowing with a physician assistant is strongly recommended.
3. Upper division science courses are strongly recommended. (e.g.: genetics, immunology, pathophysiology, cell biology, pharmacology)
4. 1000 hours or more of patient care experience is recommended.

Hometown Scholars

Hometown Scholars (HTS) are individuals who work or volunteer with a Community Health Center (CHC) anywhere in the U.S. This program grants an automatic admissions interview to HTS-endorsed applicants who meet all minimum requirements for entry to ATSU-ASHS' PA program. For more information visit Hometown Scholars on the ATSU website.

P2P Scholars

P2P Scholars are individuals who attend an ATSU partner institution within the U.S. This program grants an automatic admissions interview to P2P-endorsed applicants who meet all minimum requirements for entry to ATSU-ASHS' PA program. For more information visit P2P Scholars on the ATSU website.

Still Scholars

Still Scholars are limited to students attending our partner institutions for Still Scholars (Saint Augustine University and North Carolina Central University). Applications must occur after the sophomore year of undergraduate training at one of those two institutions, but no later than August 1. For more information visit Still Scholars on the ATSU website.

International Student Admissions

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Minimal Technical Standards

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 judgment, 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:

- Complete all prescribed didactic and clinical courses and all requirements as listed in the Department of Physician Assistant Studies Residential Student Program Guide.
- Pass all courses and all comprehensive exams.
- Attend commencement activities.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Physician Assistant 29-1071.00.

Curriculum

The didactic curriculum in the PA program includes lecture, small-group study, hands-on skills, and 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 in preparation for transition to the supervised clinical experiences in the second year.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Year 1: Fall Semester

MSPA 5010 - Clinical Anatomy

2 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.

MSPA 5015 - Introduction to Biomedicine and Clinical Medicine

4.5 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, immunology, laboratory medicine, diagnostic imaging, preventive medicine, 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-infective agents; anti-neoplastic agents; and immune-modulating therapies.

MSPA 5026 - Introduction to Clinical Skills

1 credit hour

Introduction to Clinical Skills is the first of a six-course series 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. 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.

MSPA 5030 - Introduction to Body-Mind-Spirit Seminar

2 credit hours

The Body, Mind, and Spirit Seminar is a four-course series that prepares PA students to deliver whole-person, patient-centered, and socially responsive care. Across the series, students develop advanced skills in compassionate communication, cultural humility, motivational interviewing, and crisis response while exploring public health principles, healthcare delivery systems, and the PA's role in reducing health disparities. The curriculum emphasizes ethical and legal foundations of PA practice, including informed consent, confidentiality, medical error disclosure, and decision-making across diverse clinical contexts. Students also engage deeply with mental health concepts such as substance use disorders, chronic pain, lifestyle medicine, end-of-life care, and the social determinants of health. Through interprofessional collaboration, standardized patient encounters, simulation experiences, and wellness-focused activities, students build competence in managing challenging clinical encounters, supporting vulnerable populations, promoting health literacy, and navigating complex ethical dilemmas. Collectively, the series equips PA students with the knowledge, skills, and professional values needed to provide equitable, empathetic, and whole-person care throughout their future practice.

MSPA 5040 - Introduction to Patient Assessment

3.5 credit hours

The Introduction to Patient Assessment course is designed to provide a foundational introduction to the essential history-taking and physical examination skills required for medical practice. Throughout the course, selected principles from the Body, Mind, Spirit curriculum intentionally overlap, as these concepts are integral to effective patient–provider interactions. Topics include history taking, medical documentation, oral presentation skills, physical examination techniques, patient-centered care, and the promotion of culturally proficient care. Learning is achieved through a variety of instructional modalities, including lectures, textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, faculty demonstration and guided physical examination practice, guided use of basic diagnostic equipment, student presentations, team-based problem-solving scenarios, medical documentation exercises, standardized patient encounters, and other active learning strategies. This course is the first in a five-course series within the History and Physical Examination curriculum.

MSPA 5045 - Clinical Medicine: EENT

4 credit hours

EENT is the first of the clinical medicine series, which is a thirteen-course series providing physician assistant students a systems-based education on patient evaluation, diagnosis, management, and health promotion and disease prevention, across the life span. Building upon the material that is presented in the preceding foundational medicine courses, each clinical medicine course will provide instruction covering a particular body system, including 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.

MSPA 5050 - Clinical Medicine: Pulmonology

4 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5055 - Clinical Medicine: Cardiology & Hematology

8 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5060 - History & Physical Examination I

2 credit hours

The History and Physical Examination series is a five-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for the patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities. 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, and Body, Mind, & Spirit.

MSPA 5065 - Body, Mind and Spirit I

1 credit hour

The Body, Mind, and Spirit Seminar is a four-course series that prepares PA students to deliver whole-person, patient-centered, and socially responsive care. Across the series, students develop advanced skills in compassionate communication, cultural humility, motivational interviewing, and crisis response while exploring public health principles, healthcare delivery systems, and the PA's role in reducing health disparities. The curriculum emphasizes ethical and legal foundations of PA practice, including informed consent, confidentiality, medical error disclosure, and decision-making

across diverse clinical contexts. Students also engage deeply with mental health concepts such as substance use disorders, chronic pain, lifestyle medicine, end-of-life care, and the social determinants of health. Through interprofessional collaboration, standardized patient encounters, simulation experiences, and wellness-focused activities, students build competence in managing challenging clinical encounters, supporting vulnerable populations, promoting health literacy, and navigating complex ethical dilemmas. Collectively, the series equips PA students with the knowledge, skills, and professional values needed to provide equitable, empathetic, and whole-person care throughout their future practice.

MSPA 5070 - Clinical Medicine Practicum I

1 credit hour

The Clinical Medicine Practicum series is a three-course series 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 specialties. Through a partnership with local healthcare facilities, students may 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 may provide patient education through community outreach projects such as ATSU's Matter of Balance Falls Prevention Project, the Phoenix Mission of Mercy Event, and the ATSU PT/OT Evening Clinic. Students will have access to a schedule of community preceptor clinic shifts where students will explore the variety of areas of medical practice and observe the transformation of the science of health into the art of medicine through authentic patient encounters.

MSPA 5075 - Clinical Skills I

1 credit hour

The Clinical Skills series is a six-course series 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.

Year 1: Spring Semester

MSPA 5090 - History & Physical Examination II

2 credit hours

The History and Physical Examination series is a five-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for the patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities. 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, and Body, Mind, & Spirit.

MSPA 5100 - Clinical Medicine Practicum II

1 credit hour

The Clinical Medicine Practicum series is a three-course series 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 specialties. Through a partnership with local healthcare facilities, students may 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 may provide patient education through community outreach projects such as ATSU's Matter of Balance Falls Prevention Project, the Phoenix Mission of Mercy Event, and the ATSU PT/OT Evening Clinic. Students will have access to a schedule of community preceptor clinic shifts where students will explore the variety of areas of medical practice and observe the transformation of the science of health into the art of medicine through authentic patient encounters.

MSPA 5110 - Clinical Medicine: Musculoskeletal & Rheumatology

5 credit hours

The Clinical Medicine series is a thirteen-course series that provides physician assistant students a systems-based education on patient evaluation, diagnosis, management, and health promotion and disease prevention, across the lifespan. 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 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. Along with other courses offered synonymously, students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5105 - Clinical Skills II

1 credit hour

The Clinical Skills series is a six-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. 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.

MSPA 5035 - Clinical Medicine: Endocrinology

4 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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.

MSPA 5080 - Clinical Medicine: Gastroenterology

7 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5095 - Body, Mind, and Spirit II

1 credit hour

The Body, Mind, and Spirit Seminar is a four-course series that prepares PA students to deliver whole-person, patient-centered, and socially responsive care. Across the series, students develop advanced skills in compassionate communication, cultural humility, motivational interviewing, and crisis response while exploring public health principles, healthcare delivery systems, and the PA's role in reducing health disparities. The curriculum emphasizes ethical and legal foundations of PA practice, including informed consent, confidentiality, medical error disclosure, and decision-making across diverse clinical contexts. Students also engage deeply with mental health concepts such as substance use disorders, chronic pain, lifestyle medicine, end-of-life care, and the social determinants of health. Through interprofessional collaboration, standardized patient encounters, simulation experiences, and wellness-focused activities, students build competence in managing challenging clinical encounters, supporting vulnerable populations, promoting health literacy, and navigating complex ethical dilemmas. Collectively, the series equips PA students with the knowledge, skills, and professional values

needed to provide equitable, empathetic, and whole-person care throughout their future practice.

MSPA 5175 - Clinical Medicine: Healthcare for Special Populations

2 credit hours

Despite the excellent healthcare provided to much of the citizenry of the United States, significant disparities exist in healthcare for vulnerable or at-risk populations. Examples of people considered at risk can include pediatric and elder populations, disenfranchised and marginalized people, and those with disabilities or serious chronic illness. In addition, these populations may also experience cultural, mental health and social factors that contribute to their health disparities and barriers to quality healthcare. This 2-credit course will discuss the challenges that these vulnerable populations face and explore the role of the physician assistant in offering potential and ethical solutions to overcome the barriers they face.

MSPA 5115 - Clinical Medicine: Neurology

5 credit hours

The Clinical Medicine series is a thirteen-course series that provides physician assistant students a systems-based education on health promotion and disease prevention, and patient evaluation, diagnosis, and management, and health promotion and disease prevention across the lifespan. 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 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. Along with other courses offered synonymously, students will be challenged to apply their knowledge through simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5125 - History & Physical Examination III

2 credit hours

The History and Physical Examination series is a five-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting for the patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities. 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, and Body, Mind, & Spirit.

MSPA 5130 - Body, Mind and Spirit III

1 credit hour

The Body, Mind, and Spirit Seminar is a four-course series that prepares PA students to deliver whole-person, patient-centered, and socially responsive care. Across the series, students develop advanced skills in compassionate communication, cultural humility, motivational interviewing, and crisis response while exploring public health principles, healthcare delivery systems, and the PA's role in reducing health disparities. The curriculum emphasizes ethical and legal foundations of PA practice, including informed consent, confidentiality, medical error disclosure, and decision-making across diverse clinical contexts. Students also engage deeply with mental health concepts such as substance use disorders, chronic pain, lifestyle medicine, end-of-life care, and the social determinants of health. Through interprofessional collaboration, standardized patient encounters, simulation experiences, and wellness-focused activities, students build competence in managing challenging clinical encounters, supporting vulnerable populations, promoting health literacy, and navigating complex ethical dilemmas. Collectively, the series equips PA students with the knowledge, skills, and professional values needed to provide equitable, empathetic, and whole-person care throughout their future practice.

MSPA 5135 - Clinical Medicine Practicum III

1 credit hour

The Clinical Medicine Practicum series is a three-course series 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 specialties. Through a partnership with local healthcare facilities, students may 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 may provide patient education through community outreach projects such as ATSU's Matter of Balance Falls Prevention Project, the Phoenix Mission of Mercy Event, and the ATSU PT/OT Evening Clinic. Students will have access to a schedule of community preceptor clinic shifts where students will explore the variety of areas of medical practice and observe the transformation of the science of health into the art of medicine through authentic patient encounters. Students will begin the introduction to the Capstone project, Community needs assessment, Quality improvement, and an introductory Capstone assignment.

MSPA 5140 - Clinical Skills III

1 credit hour

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. 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.

Year 1: Summer Semester

MSPA 5120 - Clinical Medicine: Behavioral Health

4 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5085 - Clinical Medicine: Dermatology

2 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5165 - Clinical Medicine Practicum IV

0.5 credit hour

Students will complete activities as both orientation and preparation for the clinical component of the program including logging procedures, clinical training expectations, evidence-based medicine, and literature search. Cognitive

knowledge and affective skills will be measured through written and practical exams, module completion, continued written Capstone assignments, and student presentations similar to experiences students will encounter in the clinical year, as well as later in actual practice.

MSPA 5170 - Clinical Skills IV

0.5 credit hour

The Clinical Skills series is a six-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. 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.

Year 2: Fall Semester

MSPA 5145 - Clinical Medicine: Women's Health

3.5 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5150 - Clinical Medicine: Nephrology & Urology

3.5 credit hours

The Clinical Medicine series is a thirteen-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 lifespan. 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 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 simulated patient encounters and problem-based case scenarios to develop skills in clinical diagnostic selection and interpretation, pharmacology and therapeutic treatment planning, patient education, and holistic problem solving and medical decision-making through the completion of written and practical 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 Examination, Clinical Skills, and Body, Mind, & Spirit.

MSPA 5190 - Clinical Medicine: Infectious Disease

1 credit hour

This course integrates information on the biological and molecular nature of causative organisms, diagnostics, treatments and prevention strategies. A review of common infectious disease presented in previous Clinical Medicine courses will be emphasized along with infectious disease topics related to the concurrent enrollment in Nephrology/Urology (MSPA5150) and Women's Health (MSPA5145) courses.

MSPA 5155 - History & Physical Examination IV

1 credit hour

The History and Physical Examination series is a five-course series that builds on the principles learned in the Introduction to Patient Assessment course. The course will reinforce the teachings of culturally proficient patient care by accounting

for the patient's cultural heritage when taking a patient history, performing physical exam as well as exam analysis so that the patient's hue does not adversely impact their health outcome. This course will also teach the student effective verbal and non-verbal skills for communicating with patients, their families, and other health professionals. Students will learn and practice basic counseling, patient education skills, and care plan development. Learning is accomplished through textbook readings, pre-lab review of preparatory materials, lab readiness assurance quizzes, in lab demonstration & guided physical exam practice, in lab demonstration & guided use of basic diagnostic equipment, team-based problem-solving scenarios, standardized patient encounters, medical documentation practice, and other modalities. 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, and Body, Mind, & Spirit.

MSPA 5180 - Clinical Medicine Practicum V

0.5 credit hours

This is a continuation of Clinical Medicine Practicum IV. Students will be challenged to integrate their didactic learning with clinical patient care experiences from the previous practicum courses in a series of culminating activities in preparation for the clinical component of the program. Cognitive knowledge and affective skills will be measured through written and practical examinations, student presentations, and oral examinations similar to experiences students will encounter in the clinical year, as well as later in actual practice. This course encompasses the Capstone Master's Project, instruction in billing and coding, and an introduction to the clinical year through orientation.

MSPA 5185 - Clinical Skills V

0.5 credit hours

The Clinical Skills series is a six-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.

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.

Clinical Year - Year 2

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.

MSPA 6074 - Family Medicine

5 credit hours

This six-week clinical experience is designed to facilitate the student's ability to evaluate health-related conditions encountered in a family practice setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

MSPA 6075 - Internal Medicine

5 credit hours

This six-week clinical experience is designed to facilitate the student's ability to evaluate health-related conditions encountered in a general internal medicine setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

MSPA 6076 - Pediatrics

5 credit hours

This six-week clinical experience provides an exposure to care of children from birth through adolescence. The focus of the learning experience, under the supervision of licensed healthcare providers, is on well-child checkups, counseling of parents, nutrition, and common medical and psychosocial conditions seen in a general pediatric setting.

MSPA 6077 - Emergency Medicine

5 credit hours

This six-week clinical experience course is designed to facilitate the student's ability to evaluate health-related problems encountered in an emergency medicine setting. Students will interview and examine patients, synthesize information to make a diagnosis, and formulate and implement a therapeutic plan under the supervision of licensed healthcare providers.

MSPA 6078 - Women's Health

5 credit hours

This six-week clinical experience provides an exposure to issues associated with women's health care, primarily in the ambulatory setting. Emphasis is placed on pre and postnatal care, family planning and birth control, the recognition and treatment of sexually transmitted infections, cancer prevention and detection, and the evaluation and treatment of common ambulatory gynecologic conditions under the

supervision of licensed healthcare providers. Students may have exposure to the delivery room and surgical care.

MSPA 6079 - Surgery

5 credit hours

This six-week clinical experience provides exposure to the management of patients who present with surgical conditions. Students will focus on the evaluation of patients who need surgical consult, pre-operative preparation, intraoperative assistance, and post-operative care. Additionally, students will gain experience caring for surgical wounds and post-operative complications under the supervision of licensed healthcare providers.

MSPA 6080 - Behavioral Health

5 credit hours

This six-week clinical experience is designed to address the fundamental principles of caring for patients who exhibit a variety of behavioral health and mental health conditions. During the didactic portion of the rotation, students are taught behavioral medicine through a variety of guided learning experiences via distance education technology. The clinical portion of the rotation will consist of clinical experiences to refine history taking, and mental status examination skills. Students should be able to recognize and categorize psychiatric disorders, and identify techniques of early intervention and psychiatric referral.

MSPA 6081 - Elective

5 credit hours

This six-week clinical experience is student-selected. Students may choose from an existing database or suggest a new site. The clinical team must approve electives, and preceptors must be licensed healthcare professionals. The experience gives students an opportunity to enhance an area of interest and/or to explore a potential location for future clinical practice. Generally, elective clinical experiences are scheduled later in the clinical year of study.

MSPA 6073 - Transition to Practice I

0.25 credit hours

This course is ongoing throughout the clinical year. It includes written examinations, practical examinations, oral presentation(s), summative evaluation, Capstone project, and preparation for the PANCE. Topics to prepare the student for practice as a licensed healthcare professional are covered including state licensure, credentialing, DEA, malpractice, billing and coding, and opportunities for loan forgiveness/repayment.

Year 2: Spring Semester

MSPA 6084 - Transition to Practice II

0.25 credit hours

This course is a continuation of MSPA6073 Transition to Practice I. It includes written examinations, practical examinations, oral presentation(s), summative evaluation, and preparation for the PANCE. Topics to prepare the student for practice as a licensed healthcare professional are covered including state licensure, DEA, malpractice, billing and coding, residencies and graduate PA training. The prerequisite for this course is successful completion of Transition to Practice I.

Year 2: Summer Semester

MSPA 6085 - Transition to Practice III

0.25 credit hours

This course is a continuation of MSPA 6084 Transition to Practice II. It includes written examinations, practical examinations, oral presentation(s), summative evaluation, and preparation for the PANCE. Topics to prepare the student for practice as a licensed healthcare professional are covered including state licensure, DEA, malpractice, billing and coding, residencies and graduate PA training. The prerequisite for this course is successful completion of Transition to Practice II.

Year 3: Fall Transitional Semester

MSPA 6086 - Transition to Practice IV

2.25 credit hours

This course is a continuation of MSPA6085 Transition to Practice III. It includes written examinations, practical examinations, oral presentation(s), summative evaluation, and preparation for the PANCE. Topics to prepare the student for practice as a licensed healthcare professional are covered including state licensure, DEA, malpractice, billing and coding, residencies and graduate PA training. The prerequisite for this course is successful completion of Transition to Practice III.

Other Courses

MSPA 5820 - Special Topics

1 credit hour

Special Topics is an assigned supplemental clinical program of study for students identified as having academic challenges. This course assists students in successfully meeting program expectations prior to and/or during the clinical year. The content of this course will be determined by the program, but will be tailored to the student's individual needs. Students required to complete the Special Topics course are required to achieve a passing grade for the course, in order to complete the program. The course credits will be submitted to Enrollment Services as additional academic experience beyond the required credit hours for graduation and will not be included in the GPA.

MSPA 6820 - Directed Studies

1 credit hour

Directed Studies course is an assigned supplemental clinical program of study for students identified as having academic or professional challenges. This course assists students in successfully meeting program expectations during the

clinical year. This course allows students to review course curriculum completed prior to taking a leave of absence from the PA Program. The content of this course will be determined by the program, but will be tailored to the student's individual need. Students required to complete the Directed Studies course are required to achieve a passing grade for the course, in order to complete the program. The course credits will be submitted to Enrollment Services as additional academic experience beyond the required credit hours for graduation and will not be included in the GPA.

Speech-Language Pathology, MS

Master of Science in Speech-Language Pathology

The Master of Science in Speech-Language Pathology at A.T. Still University's Arizona School of Health Sciences (ATSU-ASHS) in Mesa, Arizona, will prepare students to become engaged as whole person healthcare providers in alignment with the mission of the university and its osteopathic heritage. The pedagogy of multicultural education is a cornerstone of this program with a significant emphasis toward training of speech-language pathologists and delivery of bilingual services. The curriculum will focus on addressing issues of diversity through culturally responsive practices and using competency-based methods with interpreters to provide ethical services to individuals from linguistically diverse backgrounds. Students will be prepared to serve as professionals who are committed to excellence in the delivery of services to individuals with speech, language, and swallowing disorders and to the advancement of the scientific foundations of the profession using evidence-based clinical practices. Graduates of the ATSU-ASHS Speech-Language Pathology Program will become the next generation of scholars and leaders who will make a global impact.

Graduates of the program will be eligible for certification and licensure in speech-language pathology.

Length of Program

The Speech-Language Pathology program is a two-year master's degree that includes the first 12 months as residential didactic and clinical training and the final year of coursework online allowing students to pursue nationwide clinical opportunities and full-time clinical training. Students are required to complete 66 credit hours to obtain the master's degree.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2028, year 1
Tuition: $44,790
Student Technology Fee: $1,484
Clinic Fee: $199
Lab Fee: $269

Class of 2027, year 2
Tuition: $44,790
Student Technology Fee: $1,484
Clinic Fee: $0
Lab Fee $0

Admissions

Application Process

Applications must be submitted through the Communication Science and Disorders Centralized Application Service (CSDCAS). Please refer to the CSDCAS application instructions for specific details about completing the application, required documents, and processing time.

Application Deadline

Applicants for the Master of Science in Speech-Language Pathology 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 residential Master of Science in Speech-Language Pathology program must meet the following requirements prior to matriculation.

Candidates accepted for admission to the ATSU-ASHS Speech-Language Pathology program must have earned a baccalaureate degree or higher from a college or university accredited by a U.S. Department of Education institutional accreditor.

All pre-requisite coursework and the bachelor's or master's degree must be completed from a college or university accredited by a U.S. Department of Education institutional accreditor.

Pre-requisite general knowledge coursework

Students must document completion of the following prerequisite general knowledge courses. Students may be conditionally accepted if the following courses are not documented. Students admitted without the following courses must have the courses completed by the end of the ATSU first academic year.

For the American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence (CCC) requirements, students must have three (3) semester credit hours in each of the following areas:

- Biological science
- Physical science (physics or chemistry)
- Social/behavioral science
- Statistics

It is the student's financial responsibility to complete the required prerequisite coursework. The courses are not offered through ATSU.

GPA requirements

The applicant must have achieved:

- a minimum 3.0 cumulative grade point average overall, or
- a minimum 3.0 cumulative grade point average for the last 60 credits, or
- if under the minimum 3.0 cumulative grade point average for the last 60 credits there may be special considerations for a holistic approach to the admissions decision.

Letters of Recommendation

Applicants are required to submit two letters of recommendation preferably from university faculty members who know and can comment on their academic ability and potential for success in graduate study. These letters are to be sent through the CSDCAS recommender portal in the Supporting Information and Evaluations section. Please refer to the CSDCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.

Criminal Background Check

If you are accepted into ATSU-ASHS's Speech-Language Pathology Program, you will be required to complete a criminal background check before matriculation. Depending on the nature of the incidents uncovered, the results of the background check could potentially affect your acceptance into the program, disqualify you from clinical rotations in certain locations leading to an inability to complete your education, or prohibit professional licensure in certain states.

English Proficiency

All students are required to demonstrate proficiency in English when applying to the ATSU-ASHS. You may find information on the methods by which you can demonstrate your English proficiency by referring to the **ATSU-ASHS General Admission Requirements** section.

Additional information for applicants

Suggested speech-language pathology discipline specific coursework is highly recommended. At least three (3) semester credit hours in each of the suggested courses can significantly enhance the student's potential for success in the program. These are not required; they are highly recommended.

- Introduction to communication disorders
- Normal speech and language development
- Anatomy and physiology of the speech and hearing mechanism
- Speech and hearing science
- Phonetics
- Introduction to audiology
- Articulation and phonological disorders
- Language disorders
- Neuroscience of communication disorders

International Student Admissions

This program is approved by the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program to issue I-20 paperwork to non-immigrant students in order to apply for an F-1 Visa.

Graduation Requirements

To earn a Master of Science in Speech-Language Pathology degree, all students must:

- Maintain a minimum overall academic GPA of 3.00 and a minimum cumulative GPA of 3.00 in clinical rotations.
- Pass all courses for credit with a passing grade ("B" or better, "P" for Pass/Fail courses).
- Complete the Culminating Event with a "B" or better.
- Complete the Cultural Growth Profile.
- Complete a minimum of 400 clinical hours.
- Complete 66 credit hours

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Speech-Language Pathologists 29-1127.00; Health Specialties Teachers, Postsecondary 25-1071.00.

Courses

Descriptions and Credit Values

The course development and content are based upon: the American Speech-Language Hearing Association (ASHA), Council of Academic Accreditation in Audiology and Speech-language Pathology (CAA) standards; program mission and program foundational goals; University Core Professional Attributes (CPAs); and evidenced-based and culturally responsive practices.

Year 1, Fall Semester

SPCH 5110 - Speech Sound Disorders
2 credit hours
This course will focus on an advanced study of the speech sound development, assessment (i.e. symptoms and etiologies) and clinical management of articulation and phonological disorders.

SPCH 5120 - Best Practices in Bilingual/Multicultural Assessment/Intervention
3 credit hours
The purpose of this course is to provide a foundation for evaluating the linguistic, cognitive and academic skills of individuals from culturally and linguistically diverse (CLD) populations. The course includes review of best practices for working with interpreters and discussions of cultural

considerations for assessing and treating communication and swallowing disorders in CLD individuals.

SPCH 5135 - Research Methods and Design for SLPs

2 credit hours

This course will focus on developing and applying graduate-level knowledge and skills related to research methods in Speech-Language Pathology. The topics included in this course are identifying different methodologies for research, ethical components, measuring and scales, and the literature review process. It will include analyzing the components of published research articles and the process of submitting an Institutional Review Board application.

SPCH 5140 - Language Disorders in Infants and Preschool Children

2 credit hours

This course will review normal language development and explore language disorders in infancy and preschool-age children. Topics will include methods of language assessment, intervention, and current theoretical models on the nature of developmental language disorders.

SPCH 5150 - Clinical Methods I: Prevention and Diagnosis

2 credit hours

This course will teach students how to screen for communication problems in children and adults and how to plan diagnostic assessments for individuals with suspected communication disorders. Students will interact with a variety of evaluation tools used for evaluation of speech, language, social and cognitive abilities.

SPCH 5160 - Clinical Practicum I Simulation Lab

1 credit hour

Students will interact with a variety of clinical cases in a web-based interactive learning environment to gain basic clinical experiences with articulation, language, swallowing, fluency and voice disorders in children and/or adults. Students will obtain a minimum of 30 hours of supervised clinical experience.

SPCH 5210 - Neuroscience in Communication Disorders

2 credit hours

This course focuses on the neuroanatomy and neurophysiology that underlie speech, language, cognition, emotion and swallowing disorders.

SPCH 5220 - Speech and Language Anatomy Lab

1 credit hour

This course will use a lab-based systems approach to understand structure-function relationships of human tissue and organ systems related to the field of speech-language pathology. Students will locate structures on the human brain, head and neck specimens to explain neuropathologies that lead to communication and swallowing disorders.

SPCH 5230 - Adult Neurogenic Disorders I

2 credit hours

This course will cover theoretical issues related to neurogenic disorders, differential diagnosis, and treatment of adult neurogenic language and speech disorders including aphasia and right hemisphere disorders. The course will also address acquired neurological disorders including the symptomatology, etiology, management, prognosis, and recovery.

SPCH 5240 - Language Disorders in School-Age Children and Adolescents

2 credit hours

This course includes current theoretical models on the nature of language disorders in school-age children and adolescents. Methods of assessment and intervention of language and literacy disorders are key elements of the course.

SPCH 5250 - Clinical Methods II: Evidence-Based Treatment Planning

2 credit hours

This course will provide students with experience in treatment planning for children and adults with identified communication disorders, including deficits in speech, language, swallowing, social and cognitive skills. Students will learn to implement evidence-based methods for each client, family preferences for treatment methods, and cultural and linguistic responsive practices.

SPCH 5260 - Clinical Practicum II

1 credit hour

This off-campus rotation will provide clinical experiences with the pediatric population. Students will be supervised by a local certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.
Prerequisites: SPCH 5150 and SPCH 5160

Year 1, Spring Semester

SPCH 5310 - Assessment & Treatment of Dysphagia

3 credit hours

This course will include anatomy and physiology of swallowing, etiologies of dysphagia and assessment and intervention techniques. Advanced study includes discussion of ethical and professional issues when serving infant to geriatric populations with swallowing and feeding disorders.

SPCH 5320 - Instrumentation for Communication Sciences and Disorders

1 credit hour
This lab will focus on the study of the instruments used in evaluations and treatments in speech-language pathology practice. Students will have the opportunity to use communication sciences and disorders principles for decision-making and evidence-based practice.

SPCH 5330 - Assessment & Treatment of Voice Disorders

2 credit hours
This course will focus on the study of the anatomy, pathophysiology, etiology, acoustics, and perception of abnormal voice production. It also includes foundational skills for prevention, assessment, differential diagnosis, and management of voice disorders in children and adults.

SPCH 5340 - Evidence-based Practice

2 Credit Hours
This course will equip students with the necessary skills to effectively apply evidence-based practices in clinical settings. Students will delve into crucial topics related to clinical inquiry, including the formulation of PICO (Patient, Intervention, Comparison, Outcome) questions, the assessment of existing clinical guidelines, and the critical analysis and synthesis of research articles.

SPCH 5360 - Clinical Practicum III

1 credit hour
This continuation of off-campus rotation will provide additional intermediate clinical experiences. Students will be supervised by a local certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.

SPCH 6220 - Audiology for Speech-Language Pathologists

2 credit hours
This course will review the effects of hearing loss on communication. Content will include assessment and management of speech and language disorders related to hearing loss across the life span in various clinical contexts.

SPCH 5420 - Motor Speech Disorders

2 credit hours
This course will focus on the study of motor speech disorders, focusing on the assessment, diagnosis, and treatment of dysarthria and apraxia of speech across the lifespan. Students will explore the neurological bases of motor speech disorders, differential diagnosis, and evidence-based intervention strategies.

SPCH 5430 - Adult Neurogenic Disorders II

3 credit hours
This course will center on the study of adult neurogenic disorders, focusing on cognitive communication disorders including disorders related to dementia, traumatic brain injury, executive function disorders and other related disorders. Course topics include: theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, treatment and ethical issues.

SPCH 5440 - Interprofessional Education/ Interprofessional Practice (IPE/IPP)

1 credit hour
This course provides an in-depth exploration of Interprofessional Education (IPE) and Interprofessional Practice (IPP) tailored for Speech-Language Pathologists (SLPs). Students will engage with theoretical foundations, key concepts, strategies, and frameworks necessary for effective collaboration across diverse healthcare and educational settings. The course emphasizes the importance of a patient-centered approach and highlights the role of SLPs within interprofessional teams to enhance outcomes for individuals with communication and swallowing disorders.

SPCH 5460 - Clinical Practicum IV

2 credit hours
This continuation of off-campus rotation will provide additional intermediate clinical experiences. Students will be supervised by a local certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.

SPCH 5470 - Praxis Review I

0 credit hours
This is the first of two workshop courses to guide students through review of important topics and introduce them to the mock test for the Praxis Examination in Speech-Language Pathology (SLP).

Regular Track

SPCH 5410 - Telepractice Methodology

2 credit hours
This course provides learners with an introduction and description of procedures relevant to the delivery of effective and evidence-based services via telepractice. This course will review the policies and procedures for telepractice service delivery as well as implement telepractice methods and the application of technology.

Thesis Track

ASHS 6400 - Methods of Data Analysis

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.

SPCH 7110 - Research in Communication Disorders/Thesis

1 credit hour

This course encompasses the student's preparation and implementation of the master's thesis, including the oral presentation(s) as part of the student's defense. This course is graded as pass/fail.

Year 2, Fall Semester

SPCH 6110 - Disorders of Fluency

2 credit hours

This course will center on the study of the contemporary theories of etiology and principles of assessment and treatment of stuttering, cluttering and related disorders.

SPCH 6130 - Autism & Developmental Disabilities

2 credit hours

This course will provide knowledge relative to pragmatics, prelinguistic communication and paralinguistic communication in the diagnosis, assessment, and intervention of individuals with autism spectrum disorders (ASD) and developmental disabilities. It is intended to prepare students to understand the social aspects of communication exhibited by individuals with ASD across the life span.

SPCH 6160 - Advanced Clinical Practicum I

2 credit hours

This continuation of off-campus rotation will provide additional clinical experiences across the lifespan. Students will be supervised by a certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.

SPCH 6230 - Augmentative/Alternative Communication

2 credit hours

This course introduces students to the range of assistive technologies. Diagnostic and treatment approaches used by speech-language pathologists will address the communicative needs of adults and children with acquired communication disorders in a variety of settings (e.g. hospital, school, home, work). Artificial intelligence and its implications for habilitation and rehabilitation will be discussed.

SPCH 6260 - Advanced Clinical Practicum II

2 credit hours

This continuation of off-campus rotation will provide additional clinical experiences across the lifespan. Students will be supervised by a certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.

SPCH 6470 - Praxis Review II

0 credit hours

This is the second of two workshop courses to guide students through review of important topics and practice a mock test for the Praxis Examination in Speech-Language Pathology (SLP).

Regular Track

SPCH 6120 - Counseling Theory & Practice

2 credit hours

This course will introduce students to theoretical foundations for counseling individuals with communication disorders. Counseling may include informational counseling and personal adjustment counseling for clients, families and/or caregivers.

SPCH 6210 - Craniofacial Anomalies

2 credit hours

This course will provide the foundation in the science and theory of genetics and embryology. Assessment and intervention of factors associated with craniofacial anomalies will include medical, prosthetic, and behavioral interventions of related resonance, articulation and swallowing disorders secondary to craniofacial anomalies.

Thesis Track

SPCH 7120 - Research in Communication Disorders/Thesis

1 credit hour

This course encompasses the student's preparation and implementation of the master's thesis, including the oral presentation(s) as part of the student's defense. This course is graded as pass/fail.

Year 2, Spring Semester

SPCH 6310 - Professional Ethics, Licensure, & Current Trends

2 credit hours

This course examines professional ethics and issues, reviews regulations and requirements for professional scope of practice (i.e. licensure, clinical competency certification, and CFY) and will discuss current trends in speech-language pathology.

SPCH 6360 - Advanced Clinical Practicum III

2 credit hours

This continuation of off-campus rotation will provide

additional clinical experiences across the lifespan. Students will be supervised by a certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.

SPCH 6460 - Advanced Clinical Practicum IV

5 credit hours

This continuation of off-campus rotation will provide additional clinical experiences across the lifespan. Students will be supervised by a certified speech-language pathologist at a designated facility. Practicum includes screening, diagnostic, treatment, and management services either in-person or via telepractice. Students will attend weekly clinical forum meetings.

Thesis Track

SPCH 7130 - Research in Communication Disorders/Thesis

1 credit hour

This course encompasses the student's preparation and implementation of the master's thesis, including the oral presentation(s) as part of the student's defense. This course is graded as pass/fail.

Other Courses

ASHS 6500 - Gross Anatomy Dissection (Elective**)

2 credit hours

Health professions students will receive online and in-person lab instruction and anatomy reviews by faculty and work together in small groups as dissection of human donors is performed. In addition to gaining a deeper understanding and appreciation of human anatomy, students will develop technical skill and exploration of dissection. Requirements: The anatomy faculty must approve students before enrolling in this elective course. Grading: Pass/Fail.

Athletic Training Education, Graduate Certificate

The Graduate Certificate in Athletic Training Education is an online program providing advanced instruction in contemporary knowledge and understanding of leading practices in curricular design, instructional delivery, and assessment in athletic training education.

Length of Program

The Certificate program consists of 4 courses that can be completed over a year.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Application Process

Students interested in the Graduate Certificate in Athletic Training Education program, may use the online application.

Applicants may 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 Athletic Training Education, 5850 E. Still Circle, Mesa, AZ 85206.

Application Deadline

Applications for the graduate certificate 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 Graduate Certificate in Athletic Training Education must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU-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 college or university accredited by a U.S. Department of Education institutional accreditor.
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 or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, or British Association of Sport Rehabilitators and Trainers.
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.
    1. See the Minimum Technology Specifications under the General Admission Requirements section.

Certificate Requirements

To earn a graduate Certificate in Athletic Training Education, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

Program Outcomes

Demonstrate contemporary knowledge and understanding of leading practices in curricular design, instructional delivery, and assessment in athletic training education

Objectives:

- Analyze and debate contemporary issues in athletic training education.
- Examine and apply best practices in clinical education and mentoring of athletic training students, young professionals, residents, and fellows.
- Apply instructional delivery and assessment best practices to develop innovative learning opportunities in athletic training.
- Apply innovative curricular design best practices to develop an educational offering (eg, professional development, preceptor training, clinical experience) related to athletic training.

Courses

Descriptions and Credit Values

ATRN 8160 - Contemporary Issues in Athletic Training Education
3 credit hours
This course that will explore contemporary issues in athletic

training education, with special emphasis on the continuum of education from professional programs through residency and fellowship training to post-professional degree programs, such as the Doctor of Athletic Training and Doctor of Philosophy degrees, as well as continuing education and maintenance of competence. A global perspective of the structure of health professions education, accreditation, and current issues in higher education will be explored. Students will develop insights and discuss implications for the ever-changing nature of health professions education, with a focus on contemporary issues in athletic training education.

ATRN 8170 - Applied Clinical Education and Mentoring

3 credit hours

This course is intended to improve the student's understanding and application of best practices in clinical education and mentoring in athletic training professional education and residency/fellowship training programs. Focus will be on best practices regarding bridging the gap between didactic and clinical education, clinical education techniques and models, preceptor mentoring, and student/resident/fellow mentorship models. Focused discussion regarding developing assessment activities at the point-of-care to facilitate practice-based research is included. Contemporary issues in clinical education, facilitating transition to practice, and mentoring within the health professions will also be presented.

ATRN 8180 - Instructional Delivery and Assessment in Athletic Training

3 credit hours

This course focuses on applying instructional delivery and assessment best practices to develop innovative learning opportunities in the field of athletic training. Students will gain a comprehensive understanding of emerging teaching and learning theories in athletic training, while exploring the contemporary use of educational technology to enhance student learning. Additionally, students will gain knowledge on the student competence continuum and the characteristics of learners at each level, enabling them to tailor their instructional methods and assessments to meet the diverse needs of learners.

ATRN 8190 - Programmatic Planning and Curricular Design in Athletic Training

3 credit hours

This course is designed to prepare aspiring and current athletic training educators and preceptors to deliver high-quality educational opportunities. Emphasis will be placed on the principles and practices of programmatic planning and curricular design in athletic training. Students will explore instructional design theories and techniques, develop learning outcomes and objectives, design effective learning activities, select appropriate assessments, and evaluate and improve curricular offerings. Through a combination of theoretical exploration and practical application, students will develop the knowledge and skills necessary to create and enhance educational programs in the field of athletic training.

Clinical Decision Making, Graduate Certificate

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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Application Process

Students interested in the Graduate Certificate in Clinical Decision-Making in Athletic Training program, may use the online application. Applicants may 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-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 college or university accredited by a U.S. Department of Education institutional accreditor.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the certificate program must be a licensed healthcare provider. Athletic trainers must demonstrate Board of Certification (BOC) certification as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers. Applicants from other healthcare professions must submit evidence of national certification and/or state licensure for their profession.
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 ATSU-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. See the **Minimum Technology Specifications** under the General Admission Requirements section.

Certificate Requirements

To earn a Graduate Certificate in Clinical Decision Making, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

Curriculum

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

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

Courses

Descriptions and Credit Values

ATRN 7110 - Quality Improvement and Patient Safety

3 credit hours

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serves as the theoretical foundation for the course. Topics will include creating and managing interprofessional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. *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.

ATRN 7130 - Patient-Oriented Outcomes

3 credit hours

Patient-oriented outcomes is designed to enhance the Athletic Training clinician's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective athletic training services 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. Emphasis will also be placed on using patient-rated outcome measures to assist clinical decision-making.

ATRN 7140 - Health Information Technology

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. An understanding of informatics concepts and the skills related to the use of technology have 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. *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.

ATRN 7150 - Clinical Scholarship in Athletic Training

3 Credit Hours

The course aims to enhance the athletic trainer's ability to become proficient consumers of available evidence and understand their role as a clinician scientist in support of practice-based research. Contemporary clinical practice requires athletic trainers to not only be consumers of the best available evidence but also contribute to the profession through scholarly activity. The course will cover advanced topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, the clinician-scientist model, clinician-researcher partnerships, and practice-based research networks. Course objectives will be achieved through personalized learning pathways, readings, multimedia presentations, reflections, and individual concept application assignments.

Orthopaedics, Graduate Certificate

The Graduate Certificate in Orthopaedics is an online program providing advanced instruction in the diagnosis, evaluation and patient care management of patients with orthopaedic conditions. The purpose of the program is to prepare practicing athletic trainers with advanced knowledge and skills in specific areas of orthopaedics 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 year.

Tuition & Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Application Process

Students interested in the Graduate Certificate in Rehabilitation, may use the online application available at https://www.atsu.edu/athletic-training-orthopaedics-graduate-certificate#application. Applicants may 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 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.

Admission Requirements

Applicants for admission to the Graduate Certificate in Rehabilitation 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 college or university accredited by a U.S. Department of Education institutional accreditor.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the certificate program must be a licensed healthcare provider. Athletic trainers must demonstrate Board of Certification (BOC) certification as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers. Applicants from other healthcare professions must submit evidence of national certification and/or state licensure for their profession.
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.

Certificate Requirements

To earn a Graduate Certificate in Orthopaedics, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

Program Outcomes

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of orthopaedics.

Objectives

1. Demonstrate advanced practice knowledge and skills in:
   1. the diagnoses of orthopaedic conditions,
   2. the management of orthopaedic conditions, and
   3. the application and interpretation of common imaging and laboratory techniques used in the examination of orthopaedic patients.
2. Demonstrate advanced practice knowledge of common orthopaedic surgical procedures with special emphasis on subsequent rehabilitation considerations.

Courses

Descriptions and Credit Values

ATRN 7410 - Orthopaedic Diagnostic Evaluation
3 credit hours
This course is designed to provide the athletic trainer with advanced knowledge and clinical skills in the pathology, examination, and diagnosis of orthopaedic and sport-related injuries to the upper and lower extremities, 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. Focus will be placed on developing clinical reasoning skills to enhance the student's ability to accurately and efficiently utilize the physical examination and diagnostic tests to evaluate complex orthopaedic conditions, recognize atypical presentations, identify non-orthopaedic conditions that present as orthopaedic conditions, and recommend and interpret appropriate imaging and laboratory tests. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Diagnostic Evaluation.

ATRN 7420 - Orthopaedic Management

3 credit hours

This course is designed to enhance the athletic trainers' ability to effectively manage patients with increasingly complex orthopaedic conditions. Content focuses on management of complex orthopaedic conditions with and without co-morbidities and includes the development prioritized care plans, strategies to maximize long-term health related quality of life, identifying criteria and plans for safe return to participation and to maximize sports performance, engaging in patient education. Students will engage in weekly collaborative learning activities and independent assignments to enhance their clinical skills in Orthopaedic Management.

ATRN 7430 - Orthopaedic Imaging and Labs

3 credit hours

This course is designed to enhance the athletic trainer's knowledge regarding common imaging and laboratory techniques used in the management of orthopaedic patients. Students will be exposed to various imaging modalities including radiographs, magnetic resonance imaging, CT scans, and musculoskeletal ultrasound. The use of laboratory tests for injury and illness will also be examined. Students will engage in weekly collaborative learning activities and independent assignments to evaluate the sensitivity and utility of imaging and laboratory tests used in athletic health care.

ATRN 7440 - Orthopaedic Surgical Considerations

3 credit hours

This course is designed to enhance the athletic trainer's knowledge and awareness of special considerations for rehabilitation following common orthopaedic surgeries. The course focuses on improving the athletic trainer's ability to provide quality education and counseling to their orthopaedic patients through the development of advanced knowledge and skills in post-surgical rehabilitation. Surgical techniques for common orthopaedic conditions of the upper and lower extremities will be presented. Tissue response to surgery, post-surgical rehabilitation guidelines and timelines, and surgical outcomes will be discussed. Students will engage in weekly collaborative learning activities to critically appraise the current evidence for post-surgical rehabilitation approaches. The course culminates with the development of a comprehensive, evidence-based post-surgical rehabilitation protocol for an orthopaedic surgery of the student's choice.

Rehabilitation, Graduate Certificate

The Graduate Certificate in Rehabilitation is an online program providing advanced instruction in foundations of tissue healing, assessment and correction of movement dysfunction and considerations for moving from rehabilitation to sport performance.

The purpose of the program is to prepare practicing athletic trainers with advanced knowledge and skills in specific areas of rehabilitation 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 year.

Tuition & Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Application Process

Students interested in the Graduate Certificate in Rehabilitation, may use the online application. Applicants may 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 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.

Admission Requirements

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

1. Applicants are required to meet all ATSU-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 college or university accredited by a U.S. Department of Education institutional accreditor.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the certificate program must be a licensed healthcare provider. Athletic trainers must demonstrate Board of Certification (BOC) certification as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers. Applicants from other healthcare professions must submit evidence of national certification and/or state licensure for their profession.
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 **ATSU-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 **ATSU-ASHS General Admission Requirements** section.

Certificate Requirements

To earn a graduate Certificate in Rehabilitation, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

Program Outcomes

Demonstrate advanced practice athletic training knowledge and skills in the specialty area of rehabilitation.

Objectives

1. Integrate the basic science of connective tissue healing (anatomy, physiology, morphology, histology, and biomechanics) into the management of musculoskeletal injuries.
2. Demonstrate advanced practice knowledge and skills in the assessment and diagnosis of movement dysfunction.
3. Develop advanced practice knowledge and skills in rehabilitation of movement dysfunction through corrective exercise.
4. Demonstrate advanced practice knowledge of transitioning from rehabilitation to sport performance.

Courses

Descriptions and Credit Values

ATRN 7210 - Foundations of Tissue Healing
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, muscle, articular cartilage, and peripheral nerves 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. Current topics in soft tissue healing and rehabilitation, including viscosupplementation, graft ligamentization, and biologic treatment techniques will be discussed. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

ATRN 7230 - Assessment of Movement Dysfunction

3 credit hours

This course introduces and explores the foundational concepts of structure and function as they relate to fundamental patterns of human movement. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing dynamic systems theory and tensegrity models, factors contributing to movement dysfunction will be identified and techniques for movement assessment will be outlined and discussed. Following the completion of this course, students will be able to demonstrate advanced knowledge and skills in the assessment and diagnosis of movement dysfunction.

ATRN 7240 - Corrective Techniques for Movement Dysfunction

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 neurodevelopmental progression will be studied. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught. Prerequisite: ATRN7230

ATRN 7250 - Rehabilitation Considerations for Sport Performance

3 credit hours

This course provides the athletic trainer with the advanced knowledge on how to bridge the gap from rehabilitation to sport performance. Neuromuscular considerations such as psychomotor and somatosensory control will be explored. Considerations for strength training, time under tension, power development and athletic movement prescription will be examined. Following this course, the athletic trainer will be able to develop a comprehensive program for the athlete who is returning to sport post-injury.

Sport Neurology and Concussion, Graduate Certificate

The Graduate Certificate in Sports Neurology and Concussion is an online program providing advanced instruction in the diagnosis, assessment, treatment, and management of patients with sport-related concussion and neurological injuries.

The purpose of the program is to prepare practicing athletic trainers with advanced knowledge and skills in the sub-specialty of sports neurology and concussion.

Length of Program

The Certificate program consists of 4 courses that could be completed over a year.

Tuition & Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $690 per credit hour
Student Technology Fee: $44 per credit hour

Admissions

Application Process

Students interested in the Graduate Certificate in Rehabilitation, may use the online application. Applicants may 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 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.

Admission Requirements

Applicants for admission to the Certificate in Sports Neurology and Concussion must meet the following requirements prior to matriculation.

1. Applicants are required to meet all ATSU-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 college or university accredited by a U.S. Department of Education institutional accreditor.
4. Applicants must provide official transcripts from the institution attended where their highest degree was conferred.
5. Applicants to the certificate program must be a licensed healthcare provider. Athletic trainers must demonstrate Board of Certification (BOC) certification as an athletic trainer or substantial equivalence, such as credentialing from the Canadian Athletic Therapist Association, Athletic Rehabilitation Therapists of Ireland, Society of Sports Therapists, British Association of Sport Rehabilitators and Trainers. Applicants from other healthcare professions must submit evidence of national certification and/or state licensure for their profession.
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. See the Minimum Technology Specifications under the **ATSU-ASHS General Admission Requirements** section.

Certificate Requirements

To earn a graduate Certificate in Sports Neurology and Concussion, all students must:

- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations

Program Outcomes

Demonstrate advanced practice athletic training knowledge and skills in the sub-specialty area of sports neurology and concussion.

Objectives

- Integrate the basic science of neurologic injury and tissue healing into the management of neurologic injuries.
- Demonstrate advanced knowledge in the recognition, assessment, management and referral of patients with sport-related neurologic conditions.
- Debate current issues related to the recognition, assessment, and management of activity-related traumatic brain injuries.
- Analyze current concepts regarding the assessment, management, and referral of patients with comorbid disorders who suffer activity-related traumatic brain injury.

Courses

Descriptions and Credit Values

ATRN 7310 - Foundations of Sport Neurology

3 credit hours
This course is designed to enhance the athletic trainers' ability to manage neurological injuries resulting from participation in sports and physical activity. Basic science concepts regarding neurological mechanisms of pain, pathophysiology of neurologic injuries, neurodynamics, and the psychological contributions of pain will be discussed. This course will serve as a foundation to the other courses in the Sports Neurology and Concussion track or graduate certificate program.

ATRN 7320 - Diagnosis and Management of Neurologic Conditions in Sport

3 credit hours
This course is designed to enhance the students' knowledge and skills regarding the recognition, assessment, management, and referral of patients who present with neurologic conditions. Specific attention will be placed on understanding red flags for various conditions, diagnostic testing, and appropriate care for various conditions. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7330 - Classification and Management of Traumatic Head Injury

3 credit hours
This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

ATRN 7340 - Assessment and Management of Complex Patients with Concussion

3 credit hours
This course will provide a thorough examination of the treatment of patients with complex medical concerns who suffer a concussion. Specific attention will be focused on the patient's past medical history and co-morbid factors and how these may influence the assessment, treatment, and management of head injuries. The course will use a mix of online readings, videos, and discussion forums to foster collaboration among students.

Neurologic Physical Therapy Residency

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 receive 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.

Tuition

Tuition is due two weeks before the start of class. For programs that have payment per program, payment in full is due before the start of the program or per their admissions agreement on a quarterly payment schedule. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. Tuition is $9,612.

Admissions

Application Process

ATSU-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/. 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 660.626.2237.

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).

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.
    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. Two received electronic evaluations
2. Program specific supplemental requirement:
    a. Additional information detailing clinical site and mentor
    b. Interview with residency program director
    c. Curriculum Vitae or Resume
    d. NOTE: No additional evaluations required aside from the 2 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.
    1. See the **Minimum Technology Specifications** under the General Admission Requirements section.

ATSU-ASHS is looking for the following qualities in applicants to the residency program:

- A strong desire to advance clinical skills and knowledge

- Strong communication 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.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

PTNR 7000 - Theoretical Framework for Management of Individuals with Neurological Conditions
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. Teaching and learning theories and issues related to education are presented.

PTNR 7010 - Neurologic Impairments and Evidence-Based Outcome Measures
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.

PTNR 7020 - Clinical Management of Neurological Conditions I
1 credit hour
Clinical management of individuals with neurologic conditions including stroke, brain injury, central nervous system neoplasms, and central nervous system infections. 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.

PTNR 7030 - Clinical Management of Neurological Conditions II
1 credit hour
Clinical management of individuals with neurological conditions including spinal cord injury, Parkinson's disease, dementia, lower motor neuron pathology, and amyotrophic lateral sclerosis. 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.

PTNR 7040 - Clinical Management of Neurological Conditions III
1 credit hour
Clinical management of individuals with neurological conditions including vestibular disorders, multiple sclerosis, and lower extremity amputations. 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. Psychological factors and psychological disorders related to illness and recovery from neurological conditions are included.

PTNR 7050 - Neurology Residency Capstone Project
1 credit hour
The resident applies the principles of evidence-based practice and system-based practice to a real patient case. The resident is expected to submit a written case study, including an abstract submission suitable for presentation at a combined sections meeting, detailing this application at the completion of the course. The resident also submits a

reflection of how they have contributed to knowledge translation at their clinical site.

Orthopedic Physical Therapy Residency

Orthopedic Physical Therapy Residency

This residency is a post-licensure physical therapist education program designed to elevate the clinical knowledge and skills of physical therapists from a general practitioner to that of an advanced practitioner in the physical therapy specialty area of orthopedics. Mentoring at the resident's clinical site is the primary method of teaching and learning in a residency. Upon completion of the residency program the resident will be prepared to take the board-certified orthopedic physical therapy specialist examination and practice patient-centered evidence-based orthopedic physical therapy at the competence level of an orthopedic clinical specialist.

Length of Program

The 10-credit hour residency program can be completed in one year.

Tuition

Tuition is due two weeks before the start of class. For programs that have payment per program, payment in full is due before the start of the program or per their admissions agreement on a quarterly payment schedule. Delinquent tuition penalties accrue at 1.5% per month, which is 18% per year. Tuition is $9,612.

Admissions

Application Process

ASHS' Orthopedic Physical Therapy Residency (OPTR) 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/. 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 660.626.2237.

Application Deadline

Applications in RF-PTCAS open in early October, one year prior to the applicant's anticipated enrollment. The deadline to apply through RF-PTCAS is August 1 in 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 requirement for acceptance into the program:

- Graduation with a doctorate in physical therapy from a CAPTE (Commission on Accreditation of Physical Therapy Education) accredited professional physical therapist education program.

Upon acceptance and prior to matriculation:

- Arizona physical therapist license
- Employment in an approved clinical practice in Arizona with an approved clinical mentor
- Personal malpractice liability coverage is required

Clinical Requirements

Resident must be employed in an approved orthopedic physical therapy clinical setting in Arizona with a wide variety of patients with orthopedic musculoskeletal conditions.

Application Requirements

1. Submit primary application through RF-PTCAS.
    a. Items required of applicants in the RF-PTCAS primary application:
        i. Complete RF-PTCAS application and fee
2. Program specific supplemental requirement:
    a. Additional information detailing clinical site and mentor
    b. Interview with residency program director and/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.

ATSU-ASHS is looking for the following qualities in applicants to the OPTR program:

- A strong desire to advance clinical skills and knowledge in the specialty of orthopedic physical therapy
- Critical thinker, reflective, curious, motivated, resilient, with a growth mindset
- A strong desire to develop skills in clinical reasoning and communication
- 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.

Courses

Descriptions and Credit Values

PT 851 - Orthopedic Physical Therapy Residency 1

5 credit hours

This course will begin by developing a framework to assist the resident in thinking about and discussing clinical reasoning during the orthopedic physical therapy residency. The framework for clinical reasoning will then be used to discuss the management of patients with orthopedic conditions of the following body regions: lumbo-pelvic, cervical thoracic, and shoulder. Current evidence supporting the management of patients with these conditions will be presented. Topics for each body region will include examination, evaluation, diagnosis, prognosis, interventions, and outcomes.

PT 852 - Orthopedic Physical Therapy Residency 2

5 credit hours

The framework for clinical reasoning will be used to discuss the management of patients with orthopedic conditions of the following body regions: hip, knee, foot and ankle, elbow, wrist, and hand. Current evidence supporting the management of patients with these conditions will be presented. Topics for each body region will include examination, evaluation, diagnosis, prognosis, interventions, and outcomes. This course will also review the foundational knowledge and application of musculoskeletal imaging to orthopedic physical therapy. This course will also include a clinical education unit.

College for Healthy Communities

ATSU | A.T. Still University
FIRST IN WHOLE PERSON HEALTHCARE

College for Healthy Communities

Dear Students,

Welcome to the ATSU College for Healthy Communities (CHC), located on the scenic central coast of California in Santa Maria*. As your Dean, it is my privilege to greet you at the commencement of your educational journey. As the newest College at ATSU, the CHC houses the Central Coast Physician Assistant (CCPA) program, which educates culturally-humble, diverse physician assistants (PAs) to serve the primary care needs of medically underserved communities. Our mission, to prepare a healthcare workforce that mirrors the diversity of the populations we serve, is vital for advancing health equity and improving patient care in underrepresented communities. Our college is deeply committed to this mission, recognizing that the path toward health equity requires a deep understanding of cultural competency and a dedication to serving all populations effectively.

At the heart of our institution is a steadfast commitment to diversity and inclusion. We believe that a diverse healthcare workforce is crucial in addressing the complex health needs of our society. As you embark on your educational journey with us, you will be prepared not just as healthcare professionals, but as culturally competent caregivers who can meet the needs of underrepresented and underserved patients. Through innovative curricula and hands-on training, you will gain the skills and knowledge necessary to make a significant impact on individual lives and communities.

As you begin your academic journey, know that your education here will empower you to make meaningful contributions to health care. You are now part of a community that values inclusivity, respect, and the pursuit of knowledge to serve better. I am excited about the perspectives and energies you bring to our campus, and I look forward to seeing how your talents and aspirations will shape our shared mission. Welcome to a place where your professional growth is intertwined with the commitment to serve and uplift communities in need.

Professionally,
Eric L. Sauers, PhD, '97
Dean and Professor, College for Healthy Communities

*Note: Effective September 2026, the California Campus will relocate to San Luis Obispo, CA.

Contact ATSU-College for Healthy Communities

A.T. Still University - College for Healthy Communities
1075 E. Betteravia Rd. Ste. 201
Santa Maria, CA 93454
805.621.7651
www.atsu.edu/college-for-healthy-communities

Note: Effective September 2026, the California Campus will relocate to: 651 Tank Farm Road San Luis Obispo, CA 93401

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Facility, Equipment, and Materials

The ATSU-College for Healthy Communities is located in Santa Maria, California. The second floor of the new Central Coast Credit Union building, located at 1075 E. Betteravia Rd., Suite 201, Santa Maria, CA 93454, serves as the initial location for the program and has been recently built out to accommodate the needs of students, faculty and staff, including all classroom spaces for the program. Note: Effective September 2026, the California Campus will relocate to 651 Tank Farm Road, San Luis Obispo, CA 93401.

The 27,000 sq ft facility has furniture, fixtures and equipment providing an attractive and safe environment for student learning. The entire facility is both spacious and state of the art with large meeting spaces and clinical simulation areas designed to provide an atmosphere of cooperative learning in a comfortable environment.

The ATSU facility includes the following:

- Secure Entrance Lobby
- Administrative Offices and Workspace
- Academic Support Services Workspace
- Large Learning Theater (6,000 sq ft) with Audio and Video Equipment
- Multipurpose Lactation Room
- 10 Clinical Simulation Rooms with Exam Tables and Equipment
- Clinical Supplies Storage Room
- Learning Resource Center (aka Library)
- Task Training Area with Large Tables
- Faculty Work Area (4,000 sq ft)
- 4 Conference Rooms
- Faculty Break Area
- Student Lounge Area (2,500 sq ft)

- Large Outdoor Patio

The entire facility is served by a secure, high speed wireless network system that connects students, faculty and staff directly to the University network and online resources including a large resource of library holdings. From the on-campus Learning Resource Center, or from anywhere in the world, students have 24 hours a day, 7 days a week access to ATSU's library resources via their ATSU issued network login credentials. Library learning resources are available at https://www.atsu.edu/library.

Admissions

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

State Licensing

ATSU-College for Healthy Communities is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means ATSU-College for Healthy Communities complies with state standards as set forth in the CEC and 5, CCR. www.bppe.ca.gov.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.37.758, option #5, or by visiting osar.bppe.ca.gov.

Grievances

ATSU-CHC follows the University policies and procedures regarding student complaints and grievances outlined in the University Student Handbook and University Catalog, and University Policy #90-210. Grievance policies may be found in the ATSU Policies section.

A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the bureau's website www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the California Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, www.bppe.ca.gov, 888.370.7589, 916.574.8900, or by fax 916.574.8900.

Program Accreditation

The ARC-PA has granted Accreditation-Provisional status to the A.T. Still University of Health Sciences Central Coast Physician Assistant Program sponsored by A.T. Still University of Health Sciences.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-at-still-university-central-coast/.

Certification and Licensure

The written examination for certification as a physician assistant is administered by the National Commission on Certification of Physician Assistants (NCCPA). Successful completion requires that the applicant achieve the passing score established by the NCCPA for that examination. It is the responsibility of the applicant to ensure that certification of their examination score is received by the Physician Assistant Board (PAB). The NCCPA phone number 678.417.8100 and their website address is http://www.nccpa.net/. The PAB phone number is 916.561.8780 and their website is http://www.pab.ca.gov/.

An individual is required to have a license in order to practice or represent themselves as a Physician Assistant in the State of California. A license is granted by the California Physician Assistant Board (PAB) in the Department of Consumer Affairs. A complete description of and an application for licensure is available on the PAB website https://www.pab.ca.gov/applicants/index.shtml. Fees are required to apply.

Applicants must provide proof of graduation from an accredited PA program and successful completion of the certification examination (NCCPA Pance or PANRE). Additionally, applicants must provide fingerprints, complete a criminal background check and be free of mental illness or disorder that would have an ongoing impact on their functions as a physician assistant.

Student Tuition Recovery Fund Information

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and

suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, 916.431.6959 or 888.370.7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120-days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student Housing

Students are expected to find housing independently in Santa Maria, CA and its neighboring communities for the first year. Students are also expected to secure housing independently for their clinical placement(s) during the second year. The average rent for Santa Maria, CA is $2,000 per month.

ATSU-CHC does not provide student housing/dormitories and has no responsibility to find or assist students in finding housing. Note: Effective September 2026, the California Campus will relocate to San Luis Obispo, CA 93401.

Fair Practices

ATSU-CHC students have equal access to facilities and campus resources. ATSU-CHC is committed to equality of opportunity and does not discriminate against applicants, students, or employees based on race, religion, color, creed, national origin, gender, age, sexual orientation, or disability. All policies concerning discrimination, harassment, and retaliation are found in the ATSU University Student Handbook

Transferability of Credits

The transferability of credits you earn at A.T. Still University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ATSU to determine if your credits or degree will transfer.

For more information, please visit the **Transferability of ATSU Credits** section in ATSU Policies.

ATSU-CHC College Policies

The following policies or guidelines apply to all programs at ATSU-CHC.

Statement of Diversity, Equity, and Inclusion

Diversity, equity, 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.

Minimal Technical Standards for Admission and Matriculation

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. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. 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 Physician Assistant Studies must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

A candidate for a Doctoral or Master of Science degree at ATSU-CHC 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. They 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** section for program-specific minimal technical standards.

Records and communications regarding disabilities and academic adjustments with the Director of Learning

Resources & Accommodation Services have no bearing on the application process. You may contact the director at Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or by phone at 660.626.2774.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice Chancellor 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 Resources & Accommodation Services. Please see the University Student Handbook for information on how to apply for academic adjustments, or email accommodations@atsu.edu.

Minimum Technology Specifications

Please review the minimum technology specifications for students accepted to ATSU-CHC programs.

Assessment of Immunity, Screening, and Certification

The ATSU-CHC requires all residential students to provide documented proof of completion of all required immunizations, immunity, screenings and certifications, and maintain compliance with the requirements in this section for the duration of enrollment in the program.

Students are responsible for all costs associated with being in compliance with these requirements, and providing proof of maintained compliance prior to an expiration or due date. Students are not allowed to participate in required or elective educational learning activities, either on campus or off, while out of compliance. Failure to comply with the health requirements defined below is considered unprofessional conduct and may impact course standing, and clinical experience participation.

ATSU-CHC follows Centers for Disease Control (CDC) recommendations for vaccination and immunization. Assessment for immunity to disease will require documentation of the following:

COVID-19/Sars-CoV-2

- COVID-19 vaccinations and boosters are strongly recommended for all students.
- Please note that many of ATSU-CHC's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

Hepatitis B

- Documentation of two (2) dose series of Heplisav-B or three (3) dose series of Engerix-B, Recombivax or Twinrix Hepatitis B vaccine. Series must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of POSITIVE immunity to Hepatitis B (Hep B Surface Antibody titer). If you receive a negative result after the primary series, you must complete a secondary Hepatitis B series followed by a repeat titer 1-2 months after the completed secondary series. If you have a negative result after the secondary series, additional testing including Hep B Surface Antigen must be performed. Please refer back to your Healthcare Provider and contact the Program Chair.

Influenza

- Due annually based on seasonal vaccine availability and due date will be set by ATSU-CHC.
- Documentation of seasonal Influenza vaccination.

Measles Mumps and Rubella – MMR

- Documentation of two (2) doses of MMR vaccine. The doses must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of POSITIVE immunity to each of Measles, Mumps and Rubella (IgG antibodies) in the last 3 years. If you receive a negative result, you must receive 2 doses of the MMR vaccine separated by 28 days.
- Repeat titer is not required.

Tetanus Diphtheria and Pertussis - Tdap

- Documentation of one (1) adult dose of Tdap vaccine within ten (10) years of matriculation.
- DPT (infant dose) or Td vaccinations do not fulfill this requirement.

Varicella – Chicken Pox

- Documentation of two (2) doses of varicella vaccine.
  - The doses must be started prior to matriculation and completed per prescribed timeline.
- OR documentation of POSITIVE immunity to Varicella (IgG antibodies).
  - If you receive a negative result you must complete 2 doses of the varicella vaccine 4-8 weeks apart.
  - Repeat titer not required.
- History of this disease does NOT fulfill this requirement.

Tuberculosis

Annual screening must have documentation for ONE of the following:

- A negative 2-step PPD skin test.
- A negative IRGA test (QuantiFERON TB Gold or T-Spot blood test).
- For students with a history of positive test results: a completed annual symptom evaluation and provider clearance (see below).

Students with one or more prior positive tests, LTBI (Latent Tuberculosis Infection), or TB (Tuberculosis) disease must provide:

- Documentation of prior positive test, and
- A chest radiograph confirming no active TB disease (obtained after the initial positive result; repeated only if symptomatic or starting LTBI therapy), and

- TB symptom evaluation and medical clearance from their healthcare provider within the past year.

Immunization Exemptions

Students may seek a request for exemption from preventive health requirements for medical or religious reasons. Documentation to backup the request may be required.

ATSU-CHC cannot guarantee placement in clinical rotations if an 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.

Basic Life Support (BLS) Certification

Knowledge and ability to perform CPR will require documentation of the following:

- Documentation of unexpired Basic Life Support (BLS) for Healthcare Providers Adult & Child AED certification issued by American Heart Association (AHA), American Red Cross, or the Health & Safety Institute.
    - No other credential issuers will be accepted.
    - Valid certification must include in-person skills testing; online-only certifications will not be accepted.

Required Modules

HIPAA Training

ATSU-CHC requires that all students complete Health Information Portability & Accountability Act (HIPAA) training. ATSU-CHC 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 ATSU-CHC 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.

Student Risk Management Form

The Student Risk Management Record supplied electronically must be completed and signed by your personal healthcare provider (MD, DO, PA or NP). In addition to the Student Risk Management form, students must upload individual medical records as proof of each requirement to the respective areas.

Compliance with Health Requirements

- Students are required to maintain compliance with the ATSU-CHC Assessment for Immunity, Screening & Certification.
    - Students are required to submit the Student Risk Management Record prior to matriculation (provided to students electronically to complete).
    - Students are required to maintain continued compliance with immunity and certification rules.
- Students are responsible for obtaining and maintaining any clinical experience site-specific immunization or certification requirements. These documents shall be delivered to the clinical site in a timely manner. It is the student's responsibility to maintain compliance throughout the duration of the clinical experience.
- Students are responsible for the costs for maintaining continued compliance with all immunization and CPR requirements.

Injuries and Accidents

Off-campus

Any student who sustains an injury or bloodborne pathogen exposure while on their clinical experience must notify their site preceptor as soon as possible. Student Incident Process OFF CAMPUS guidelines for treatment and reporting are available from the Executive Assistant to the Dean. See CHC Procedure Needlestick & Bloodborne Pathogen for additional information.

On-campus

Any student who sustains an injury or bloodborne pathogen exposure while on ATSU campus must notify their instructor and ATSU security as soon as possible. Student Incident Process ON CAMPUS guidelines for treatment and reporting are available from the Executive Assistant to the Dean. See CHC Procedure Needlestick & Bloodborne Pathogen for additional information.

Liability Insurance Coverage

ATSU maintains a liability insurance policy for students in the clinical setting. When applicable, the program will provide clinical sites/preceptors with a certificate of coverage.

Grades

ATSU-CHC adheres to the **University Grading Scale** which is outlined in the ATSU Policy section of this catalog.

Incomplete Grades

ATSU-CHC adheres to the **Incomplete Grade Policy** which is outlined in the ATSU Policy section of this catalog.

Appealing a Grade

Students who wish to file an academic appeal concerning a course grade should visit the **Academic Appeals** policy located within the ATSU Policies section of the Catalog.

Auditing a Course

The following information pertains to currently enrolled ATSU-CHC students.

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.

Students may be allowed to sit in class and may participate only on a space available basis.

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.

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.

Academic Warning

Students demonstrating unacceptable performance in any unit of study during any phase of their program may be notified of such performance by the instructor of the course, program director or department chair as soon as it becomes evident. The student may be notified verbally or in writing that continued poor academic performance could lead to academic probation and dismissal. The instructor will also discuss the resources available to students for academic assistance.

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 ensure that the integrity of the program and institution are maintained. Consistent with academic norms and in the exercise of professional judgment, each ATSU-CHC 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 Enrollment Services.

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 seven calendar 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 calendar days following receipt of the student's appeal. Such notice shall describe the basis for the decision.

The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals Policy: **Promotion and/or Dismissal Decisions**.

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.

Placement Services

ATSU-College for Healthy Communities does not offer formal placement services.

Academic Integrity and Dishonesty

The **Code of Academic Conduct** is outlined in detail in the ATSU Policies section of this catalog.

The Code of Behavioral Standards is outlined in detail in the University Student Handbook. Students are expected to be familiar with this code. Additionally, the University Student Handbook outlines the procedure for reporting and investigating violations of the codes.

Plagiarism and AI Policy

Plagiarism Policy

Plagiarism is the presentation of work from another person, entity, or source as if it were one's original work. Also, turning in previously submitted work, in part or in whole, is considered self-plagiarism. Plagiarism violates the University's Code of Academic Conduct found in the University Catalog and carries serious penalties at ATSU-CHC. Proper and complete citation and reference, by AMA style guidelines, is required of all student work.

Specific examples of plagiarism include, but are not limited to:

- 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.
- Material created by another source or entity such as ChatGPT, Bard, or other AI content generating technology is submitted as original work.
- Self-plagiarism, which is unacceptable. All previously prepared work, in part or in whole, may not be resubmitted, including work from a course that is being retaken.
    - 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 source.
- Citations, and or references, are insufficient or missing or insufficient to demonstrate the origin of the material presented.

Plagiarism Sanctions

All assignments submitted for a grade are subject to review by staff, faculty and/or software for plagiarism. The consequences of plagiarism vary based on whether the incident is a first, second, or third occurrence. Incidents are cumulative during enrollment in ATSU-CHC programs.

First occurrence

A first instance of plagiarism is generally believed to result from a lack of familiarity and inexperience using AMA guidelines and is perceived as a misuse of sources.

The sanctions for a first offense generally are, but not limited to:

- A grade of zero on the assignment.
- Required completion of the University Writing Center's Proper Use of Sources tutorial.
    - Students who choose not to participate in the tutorial or fail to complete the tutorial will receive a grade of zero on the assignment.
- Resubmission of the assignment for a reduced grade.
    - The program chair may allow the student to revise the assignment within 7 business days of notification for a grade up to 80% of the possible points.

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 zero on the assignment.
- 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 an acceptable graduate-level of scholarship and is viewed as the student's refusal to follow this policy.

The sanction for a third plagiarism offense is, but is not limited, to:

- A grade of zero on the assignment.
- A grade of F in the course.
- Dismissal from the program.

Appeal process

Please refer to the appeal process outlined in the current **Academic Appeals** section of the University Catalog.

Position Statement on the Use of AI Tools

For clarification and guidance on the use of ChatGPT and other generative artificial intelligence (AI) tools in our graduate education programs, ATSU-CHC has developed the following position statement:

- AI tools (e.g. ChatGPT, Bard, Claude) may be used to facilitate the student learning experience and enhance overall productivity when used appropriately and ethically. ATSU-CHC recognizes there are potential benefits for students in their academic and professional endeavors. AI tools can offer valuable insights and assistance in research, brainstorming content, problem-solving, or any other academic pursuit.
- Generative AI also inevitably has some drawbacks. The overuse of or reliance on AI tools can potentially dilute students' critical thinking skills and hinder their creativity. The automation provided by AI tools can lead to surface-level engagement with academic content, which may prioritize assignment completion over deep learning. Concerns also arise in terms of authentic authorship of student work and the true source of content, thus raising concerns about misuse of sources and plagiarism. Additionally, there is a risk of spreading misinformation and biased content through AI. Generative content is not necessarily accurate content, so students should assess and review all outputs of AI with a critical eye.

There are both expressed benefits of AI usage and important concerns about its threat to academic integrity in academia. Within ATSU-CHC, students are expected to adhere to the following principles:

1. Transparent and Ethical Usage: When AI use is allowed by the instructor, students are encouraged to use AI tools transparently and ethically. Any use of AI-generated content should be acknowledged and properly cited just like any other external source. This applies to any final work submitted for grading or credit, including written assignments, discussion posts, presentations, and projects.
    1. Note: Individual faculty instructors may set their policies regulating the use of generative AI tools in their courses, including allowing or disallowing various uses of such tools. Faculty will communicate such policies to students. Students who are unsure of policies regarding generative AI tools are encouraged to ask their faculty instructors for clarification.
2. Exploration and Critical Thinking: While AI tools offer support, students are urged to approach their learning with curiosity, critical thinking, and independent exploration. AI should serve as a supplement to intellectual growth rather than a replacement for genuine engagement with the subject matter. Students are expected to be able to explain the written work submitted, including AI-generated portions. Faculty reserve the right to request students to verbally discuss their written work with the faculty if there is concern the written content does not demonstrate appropriate analysis and integration of the material.
3. Content Accuracy and Responsibility: While AI tools are valuable in assisting with content organization or brainstorming, students remain responsible for the accuracy, credibility, and authenticity of the content they produce. This includes validating information, fact-checking, and ensuring references and citations are precise and appropriate (How to Cite ChatGPT - AMA).
4. Originality Assurance: All work submitted for grading is presumed to be the original work of the student unless explicitly cited and identified as AI-generated or sourced from other external references. If any uncertainty arises regarding adherence to the guidelines above, students are encouraged to engage in proactive communication with their professors before submitting their work. Students are responsible for ensuring the accuracy of content produced, including references and citations.
5. Guarding Against Academic Dishonesty and Protecting Academic Integrity: Improper attribution or unauthorized use of AI-generated content is a form of academic dishonesty and is subject to the ATSU-CHC Plagiarism Policy and/or the University Code of Academic Conduct. Plagiarism or the misuse or misrepresentation of sources, in any form, is strictly prohibited. Students are expected to uphold the highest standards of academic integrity in all their work.
6. Continuous Dialogue: ATSU-CHC faculty and administration encourage an open dialogue between students, professors, and administrators regarding the use of AI tools. Questions, concerns, and discussions about the ethical implications and best practices of AI integration are welcomed.

Note: This position statement will be reviewed on a regular basis and updated as technology evolves.

Physician Assistant Studies, MS

Master of Science in Physician Assistant Studies

Central Coast PA Program (CCPA)
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

ATSU's Central Coast PA (CCPA) program is a 24-month residential master's degree program based in Santa Maria, California. Effective September 2026, the California Campus will relocate to San Luis Obispo, CA. Students will spend one year on campus in San Luis Obispo for the pre-clinical phase of the program. Then, students will enter the clinical phase, including 35 weeks of supervised clinical practice experiences (SCPEs) in various medical disciplines. Students will spend the entire clinical phase primarily at one of the partnered Community Health Centers (CHC) located in California and across the U.S. The curriculum includes 110 credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2028, Year 1
Tuition: $48,682
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $2,590
Student Tuition Recovery Fee: $0

Class of 2027, Year 2
Tuition: $64,904
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $2,200
Student Tuition Recovery Fee: $0

Class of 2026, Year 3
Tuition: $16,230
Student Technology Fee: $0
Medical Equipment & Lab Fee: $0
Student Tuition Recovery Fee: $0

Estimated non-institutional expenses include:

- Background Check $60
- Student Health Insurance:
  - Class of 2028 - $3,376/per year (based on 26-27 premium amount)
  - Class of 2027 - $4,581/per year (based on 26-27 premium amount)
  - Class of 2026 - $1,544/per year (based on 26-27 premium amount)

For the 2026-27 academic year

- Total program cost for the Class of 2028 is estimated to be $56,132.
- Total program cost for the Class of 2027 is estimated to be $73,169.
- Total program cost for the Class of 2026 is estimated to be $17,774.

Estimated cost for the entire program is $147,075.

Admissions

Application Process

The CCPA 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 660.626.2237.

The CCPA program seeks to recruit students whose personal goals and background are consistent with the program's mission. Students who are professional, culturally humble, and have a desire to serve diverse medically underserved populations are an optimal fit.

Step 1 - Apply Through CASPA

The following items must be submitted through the CASPA (Central Application Service for Physician Assistants) Portal at CASPA before the CCPA program application deadline.

1. CASPA electronic application (sent through the CASPA portal)
2. Three letters of recommendation (sent through the CASPA portal)
3. Official transcripts (sent through the CASPA portal or directly to ATSU)

Only applications verified by CASPA are reviewed. A CASPA-verified application includes a complete application, including submission of transcripts, and two reference letters. The application, official transcripts, and letter of recommendation must be submitted to move to the next step of the CCPA program applicant review process.

Step 2 - Complete and Submit (1) Secondary Application and (2) Endorsement Documents, if applicable

Upon receipt of a verified CASPA application, the University admissions department will send a secondary application via email to all applicants who have met the program's minimum admission requirements. The secondary application must be completed and submitted to the program to move to the next part of the CCPA program applicant review process.

If an applicant has received a Hometown Scholar endorsement or an ATSU MOU Partnership endorsement, the endorsement letter must be submitted with the secondary application on or before January 15th. If the letter of endorsement is received at a later time, the applicant will not be eligible for Hometown Scholar or ATSU MOU Affiliate referral for this application cycle.

Step 3 - The CCPA Program Reviews Applicant Materials and Selects Interview Candidates

The CCPA program reviews all applicants who submitted documents prior to January 15th. Applicants are placed in one of three categories:

1. Invite for Interview: Those who have demonstrated that they will be most successful in fulfilling the program's mission are invited by the CCPA to participate in an in-person interview early in the cycle.
2. Hold for further review: Those who demonstrate moderate capability in fulfilling the program's mission are held for continued review. These applicants may be invited for an interview later in the cycle or may not be invited for an interview. This determination will be made prior to the end of April as additional applicants are reviewed and ranked.
3. Not receive an interview: Those who do not demonstrate that their personal goals and background are a good fit with the program's mission are not invited to an interview.

Step 4: Attend an Interview on Zoom

The CCPA interview day is designed as a three-part MMI series. The interview day will consist of a program information and question session with members of program leadership, two short one-on-one interviews with two different faculty members or program affiliates, and a structured group activity. During the structured group activity, multiple applicants will be placed in the same Zoom room and given a task to complete as a team. Applicants will need a computer with a webcam and microphone for this part of the interview but do not need a Zoom account to attend.

Step 5: Receive an Admissions Decision

The Admissions Committee meets after applicant interviews to combine scores and make one of four decisions: (1) offer admission, (2) hold the applicant for further review, or (3) decline the offer of admission. Applicants are notified of the Admission Committee's decision in writing as soon as possible (usually within 4 weeks) following their interview. At the end of the program's applicant review cycle, those who were placed on the hold list will either be offered admission, placed on a waitlist, or be declined admission.

It is advantageous for applicants to complete the admissions process in a timely manner, as applications are reviewed as a part of a rolling admissions process.

The CCPA Program Preferred Admissions Criteria Explained

The Central Coast PA program strives to select candidates who desire to practice culturally humble, primary care in medically underserved communities. Qualities that demonstrate that applicants are likely to be successful in fulfilling the program's mission are considered and scored as part of our holistic admissions process. While none of these factors alone guarantees acceptance, applicants with the following backgrounds are given preference points in the application review:

First-generation college student

- Being a first-generation college student is not required for admission to the CCPA program, however, applicants who are first-generation college students will be given specific points in the program's holistic applicant review process.

Patient Care Experience

- Medical experience is not required for admission to the CCPA program, however, medical experience is preferred and points will be awarded in the holistic applicant review process. Following the program's mission, candidates with experiences in medically underserved areas will be given special consideration by specific points in the program's holistic applicant review process.
- This category applies to experiences in which you are directly responsible for a patient's care. For example: distributing medication, assisting with treatment or procedures, actively working with patients as a nurse, paramedic, EMT, CNA, phlebotomist, physical therapist, dental hygienist, etc. (Medical assistant roles can fall under this category if you had responsibility for patient care and/or engaged in decision-making.)

Volunteer and/or Community Service

- Providing social services to underserved or disadvantaged communities and/or persons is not required for admission to the CCPA program, however, applicants who demonstrate outstanding and altruistic commitment to service and volunteerism will be given points in the program's holistic applicant review process.

Evidence that an applicant is from an economically disadvantaged background.

- Having an economically disadvantaged background is not required for admission to the CCPA program, however, applicants who are from economically disadvantaged backgrounds will be given points in the program's holistic applicant review process.

ATSU Hometown Scholar

- Being a community center endorsed Hometown Scholar is not required for admission to the CCPA program, however, applicants who have met all of the program's admissions requirements and have received an endorsement from the local community health center where they live. These applicants will demonstrate a commitment to returning to their hometown Community Health Center to practice one day. Applicants who receive this endorsement will be given points in the program's holistic applicant review process and will be automatically offered a remote (via Zoom) interview.
- The endorsement letter MUST be submitted with the secondary application on or before January 15th. If the letter of endorsement is received at a later time, the applicant will NOT be eligible for Hometown Scholar for this application cycle.

Affiliate Referral

- Being referred to our program by an institution for whom the ATSU College for Healthy Communities has a memorandum of understanding (MOU) is not required for admission to the Central Coast PA program, however, applicants who have met all of the program's admissions requirements and have received an endorsement from an ATSU MOU Affiliate will be offered an in-person interview. ATSU MOUs offer a limited number of interviews for qualified applicants who are students or workers of our affiliate partners.
- The endorsement letter must be submitted by the MOU affiliate to CCPA admissions on or before January 15th. If the endorsement letter is received at a later time, the applicant(s) will not be eligible for ATSU MOU affiliate referral for this application cycle.
- Current MOU affiliates include: Community Health Centers of the Central Coast, Lompoc Valley Medical Center, and Santa Barbara Neighborhood Clinics.

Residents of the Central Coast Region

- Being a resident of the Central Coast region of CA is not required for admission to the CCPA program, however, those who have verified addresses in the Central Coast region (Monterrey, San Luis Obispo, Santa Barbara, and Ventura Counties) will be given points in the program's holistic applicant review process.

While none of these above factors alone guarantee automatic acceptance, they are all considered as part of the holistic application review process.

Admission Requirements

Requirements for Cohort Beginning in 2026

- Demonstrate a minimum 3.0 cumulative overall grade point average *
- Demonstrate a minimum 3.0 cumulative science grade point average *
- The program does not accept prerequisite coursework that is in progress or pending completion. Applications with pending or missing prerequisite coursework will be considered incomplete and will not be reviewed until all required documentation has been received. Applicants may submit proof of completion for previously pending prerequisite coursework up to the application deadline. Applications that remain incomplete after the deadline will be rejected and will not be considered for the current application cycle. It is required that all prerequisite courses are completed within the last seven years at the time of application to give students the greatest opportunity for success.
- Successfully complete all prerequisite courses with a grade of "C" or higher. **
  - Human Anatomy with lab: 4 semester (6 quarter) credits
  - Human Physiology with lab: 4 semester (6 quarter) credits
    - Or a combined Anatomy & Physiology course, with lab, over two or more semesters totaling 8 semester credits (12 quarter) credits
  - Microbiology: 4 semester (6 quarter) credits
  - Chemistry with lab (General Chemistry I & II): Applicants must complete a full sequence of General Chemistry I & II, including associated laboratory courses, totaling at least 8 semester (12 quarter) credits
  - Biochemistry or Organic Chemistry (with or without lab): 3 semester (4 quarter) credits
  - Statistics (biostatistics & psychology statistics accepted): 3 semester (4 quarter) credits
  - Medical Terminology:1 semester (1 quarter) credit
- Demonstrate graduate level proficiency in English, the program's language of instruction, through the successful completion of a baccalaureate degree from a college or university accredited by a U.S. Department of Education institutional accreditor. ***
- Provide three letters of recommendation
  - Letters should be from individuals who know your work ethic well and can attest to your potential for success and your desire to serve medically underserved populations. These letters can come from any of the following sources: employers, supervisors, medical providers, or academic instructors/professors. Recommendation letters cannot be submitted from family members or friends.
- Complete a baccalaureate degree from a college or university accredited by a U.S. Department of Education institutional accreditor** no later than 2 weeks before matriculation.*

*Grade point average calculated and reported on a 4.00 scale

**All prerequisite coursework and degree must be completed from a college or university accredited by a U.S. Department of Education institutional accreditor. Prerequisite courses completed at foreign or other institutions that are not regionally accredited in the United States are not accepted. Course and transcript evaluations of equivalency are not accepted. CCPA supports all educational experiences from

either a college or university accredited by a U.S. Department of Education institutional accreditor, by residential, hybrid, online instruction, or credit by examination.

***CCPA does not provide English language services, including instruction such as ESL.

Requirements for Cohort Beginning in 2025

- Demonstrate a minimum 2.5 cumulative overall grade point average *
- Demonstrate a minimum 2.5 cumulative science grade point average *
- The program will not accept any prerequisite coursework that is in progress or pending completion. It is recommended that all prerequisite courses that were completed more than five years ago be repeated before matriculating into the program to give students the greatest opportunity for success. Successfully complete all prerequisite courses with a grade of "C" or higher. **
    - Human Anatomy: 3 semester (4 quarter) credits
    - Human Physiology: 3 semester (4 quarter) credits
        - Or a combined Anatomy & Physiology course, over two or more semesters (each with or without a lab) totaling 6 semester credits (8 quarter) credits
    - Microbiology: 3 semester (4 quarter) credits
    - Chemistry: 6 semester (8 quarter) credits
    - Statistics (biostatistics & psychology statistics accepted): 3 semester (4 quarter) credits
    - Medical Terminology:1 semester (1 quarter) credit
- Demonstrate graduate level proficiency in English, the program's language of instruction, through the successful completion of a baccalaureate degree from a college or university accredited by a U.S. Department of Education institutional accreditor. ***
- Provide three letters of recommendation
    - Letters should be from individuals who know your work ethic well and can attest to your potential for success and your desire to serve medically underserved populations. These letters can come from any of the following sources: employers, supervisors, medical providers, or academic instructors/professors. Recommendation letters cannot be submitted from family members or friends.
- Complete a baccalaureate degree from a college or university accredited by a U.S. Department of Education institutional accreditor** with a minimum 2.5 cumulative overall grade point average by no later than 2 weeks before matriculation. *

*Grade point average calculated and reported on a 4.00 scale

**All prerequisite coursework and degree must be completed from a college or university accredited by a U.S. Department of Education institutional accreditor. Prerequisite courses completed at foreign or other institutions that are not regionally accredited in the United States are not accepted. Course and transcript evaluations of equivalency are not accepted. CCPA supports all educational experiences from either a college or university accredited by a U.S. Department of Education institutional accreditor, by residential, hybrid, online instruction, or credit by examination.

***CCPA does not provide English language services, including instruction such as ESL.

Transfer Credit

CCPA does not offer advanced placement, prior experiential learning credits, or transfer credits. CCPA has not entered into any articulation or transfer agreements with any other college or university.

DACA Student Admission

Deferred Action for Childhood Arrival ("DACA") is a policy that allows certain undocumented immigrants who entered the United States before their sixteenth (16th) birthday and who meet other restrictive criteria to receive renewable two-year work permits and exemption from deportation. ATSU-CCPA welcomes applicants with DACA status to apply to its physician assistant program. However, ATSU cannot guarantee licensure of DACA students by state licensing boards. Therefore, ATSU-CCPA encourages all applicants with DACA status to communicate with the licensing board for the state where they plan to practice, to determine if they will be eligible to receive a license issued by that agency.

Please note: DACA students are not eligible for Title IV federal financial aid but may be eligible for other types of financial assistance including private loans which may require a credit check to determine eligibility. To review types of aid available at ATSU click here.

International Student Admission

Students who are non-citizens or not permanent residents of the United States are not eligible to apply for the CCPA program at this time. ATSU is not authorized to offer F-1 Visas for this program.

Technical Standards for Admissions, Matriculation, and Graduation

ARC Standard A3.12e

In addition to the technical standards established by the University that apply to all students, the program has established the following technical standards. These standards are required for student admission, progression, and graduation from the program.

Motor Function, Strength, and Mobility

Students must possess sufficient motor skills, strength, coordination, physical stamina, and mobility to:

1. Perform gross and fine motor movements required for physical examinations and diagnostic and therapeutic procedures.
2. Safely maneuver in confined spaces; position, transfer, and support patients; and appropriately handle, operate,

and manipulate medical instruments and equipment (e.g., needles, stethoscopes, speculums, and scalpels).
3. Maintain physical stamina to perform demanding academic and clinical responsibilities under time constraints, including prolonged periods of standing, sitting, and performing procedures.
4. Transport themselves efficiently between classroom, laboratory, simulation, clinical, and patient care facilities to meet educational and clinical responsibilities

Sensory and Perceptual Abilities

Students must possess adequate sensory function (vision, hearing, smell, and touch) to:

1. Observe and participate in demonstrations, lectures, laboratories, simulations, computer-assisted instruction, and clinical activities.
2. Accurately perceive and interpret laboratory evidence and microbiologic cultures, as well as microscopic studies of microorganisms and tissues.
3. Observe patients effectively and completely, both at a distance and close range.
4. Interpret three-dimensional and spatial relationships in anatomy and diagnostic imaging.
5. Perform all aspects of the physical exam, including inspection, palpation, auscultation, and percussion.

Communication and Interpersonal Skills

Students must be able to communicate effectively, sensitively, and professionally with peers, faculty, staff, patients, and other members of the healthcare team. This includes the ability to:

1. Convey information clearly, accurately, and efficiently in oral, written, and electronic forms.
2. Establish rapport, demonstrate empathy and active listening, and maintain appropriate professional boundaries.
3. Engage in effective interpersonal communication and collaboration with individuals from diverse social, cultural, linguistic, and belief backgrounds.

Cognitive and Intellectual Abilities

Students must have the intellectual capacity to learn, integrate, and apply complex information necessary for sound clinical decision-making, including the ability to:

1. Collect, analyze, and synthesize large amounts of detailed and complex medical and scientific information within academic and clinical settings.
2. Apply reasoning and problem-solving skills effectively to evaluate and treat patients and guide clinical decision-making.
3. Demonstrate sound judgment and critical thinking, including analyzing their own performance, recognizing personal limitations, and seeking guidance, when appropriate.
4. Exhibit perseverance, diligence, and adaptability in managing uncertainty and variable workloads.

Behavioral and Emotional Health

Students must demonstrate emotional stability, integrity, and professional ethical behavior in all academic and clinical settings. This includes the ability to:

1. Maintain composure, professionalism, and effectiveness in stressful, uncertain, or emotionally charged situations.
2. Receive and integrate feedback, adapt behavior when needed, and demonstrate reliability, accountability, and self-management.
3. Exhibit compassion, empathy, motivation, integrity, and social responsibility in interactions with patients, peers, faculty, staff, and other members of the healthcare team.

Technological Proficiency

Students must be able to use essential digital tools required for modern healthcare and academic settings. This includes the ability to:

1. Access, navigate, and manage learning management systems, online educational resources, and computerized testing platforms.
2. Conduct literature searches, prepare electronic documents and presentations and utilize digital patient record systems, including electronic health records.

Emergency Response and Patient Safety

Students must be able to recognize medical emergencies and respond appropriately within the scope of their education and training. This includes the ability to:

1. Identify urgent and emergent clinical situations through observation, assessment, and clinical reasoning.
2. Participate effectively in emergency, rapid response, and resuscitation situations as required in clinical and simulation settings.
3. Demonstrate appropriate judgment, prioritization, and decision-making during acute or crisis situations.
4. Maintain patient safety and follow established protocols during emergency care.

Attendance, Punctuality, and Clinical Reliability

Students must demonstrate consistent attendance, punctuality, and dependable participation in all academic, laboratory, simulation, and clinical activities. This includes the ability to:

1. Attend all required instructional and clinical activities in their entirety, including supervised clinical practice experiences.
2. Arrive on time and prepared for scheduled academic and clinical responsibilities.
3. Maintain reliability and professionalism in patient care settings.

4. Comply with program and clinical site attendance requirements, recognizing that missed clinical experiences may not be remediable.

CCPA Program Policies

All program policies apply to all physician assistant students, principal faculty, and the Program Director and Chair, regardless of location, except where clinical site policies conflict with program policies, in which event, students, principal faculty, and the Program Director and Chair will be expected to comply with the clinical site policies; however, despite any given clinical site mandate on dress code or identification, students must always wear their student identification badge.

Academic Standing, Progression, & Probation

ARC-PA 6th Ed. Standard A3.14a-d

Grading

The CCPA program uses a letter grading scale and adheres to the University grading scale. Students must achieve a minimum final grade of 70% to pass each course in accordance with the grading criteria detailed in the course syllabus.

Academic Standing

ARC-PA 6th Ed. Standard A3.14a

To maintain good academic standing, each student is required to:

- Receive a final grade of 70.0% [C or RC (remediated C)] or higher in all courses
- Maintain a cumulative Grade Point Average (GPA) in the program of 2.75 or higher

Academic Warning

An academic warning is issued whenever academic problems are identified to provide at-risk students with additional academic support and guidance to promote their future success. Students who are exhibiting performance that puts them at risk of receiving a final course grade of "C" or below will be issued an academic warning. An academic warning serves as a notice to the student that their current performance is putting them at risk for failure to meet the standards of academic performance.

An academic warning may be issued for reasons such as failure of an examination or other course assessment, or based on faculty reports indicating student challenges in meeting course or program academic standards.

A student who receives an academic warning may be provided recommendations or referrals to additional resources or support services to help promote academic success. The specific guidance and resources offered will depend on the individual student's circumstances and needs.

Students who receive only an academic warning remain in "good standing," and the warning is NOT recorded on the official transcript. The purpose of the warning is to provide information and strategies to help the student maintain satisfactory progress in the program and avoid academic Probation. Failure to improve academic performance, however, may lead to academic probation.

Standards of Academic Performance

ARC-PA 6th Ed. Standard A3.14a

To maintain good academic standing, each student is required to maintain a cumulative GPA of 2.75 in the program. Students who fall below the minimum will be placed on academic probation and referred to the CCPA Academic Progress Board (APB), regardless of whether one or more course failures has occurred.

In addition to the GPA requirement, each course must be passed with a "C" grade or better. Students who fail any CCPA program course will be placed on academic probation, or will remain on academic probation if they are already on academic probation. They will be given the opportunity to remediate the failed course on a schedule determined by the program, provided they have not exceeded the maximum number of course failures or the maximum of five course remediations allowed, as outlined in the Standards of Academic Progression below. If the course remediation is successful, the highest grade that will be awarded for the course is 70% and the student will receive a grade of "remediated C" (RC) on their transcript. If the course remediation is unsuccessful, the failing grade (F) will stand, and the student will be referred to the CCPA APB to determine appropriate action (see Academic Progress Board below).

The APB may make recommendations to help the student achieve the required standards of academic performance and to support academic progression. Student compliance with these recommendations will be taken into consideration at any subsequent APB meetings.

Academic Performance Summary

- Course Failure: Academic Probation and referral to APB.
- Cumulative GPA below 2.75: Academic Probation and referral to APB.

Students are removed from academic probation upon achieving a passing grade in all courses and earning a cumulative GPA of 2.75 or above.

Standards of Academic Progression

ARC-PA 6th Ed. Standard A3.14a

Progression in the CCPA program is contingent upon maintaining all Standards of Academic Performance. Lack of academic progression is grounds for academic dismissal from the CCPA program and may be determined as the result of, but not limited to, the following conditions:

- Failure of three or more courses;
- Failure to maintain a cumulative GPA of 2.75 or above for three consecutive terms;

- Failure to meet the Standards of Academic Performance resulting in the need for a second deceleration. Students may only be granted one deceleration based upon academic performance; the need for a second deceleration is grounds for dismissal due to a lack of academic progress;
- More than five remediated courses (a student can only have a maximum of 5 RC grades on their transcript. Additional remediations will not be granted and the need for more than five remediations will be considered lack of academic progress);
- Failure to complete all program requirements within the specified maximum degree completion timeline of five years from matriculation.

In situations where a student violates the Standards of Academic Progression for not meeting the established program degree completion timeline, the student may be dismissed from the program.

Remediation Policies and Procedures

ARC-PA 6th Ed. Standard A3.14c

Any student earning a failing grade in a course will receive a letter grade of "F" on their transcript. If the student has not reached the maximum of five course remediations permitted by the Standards of Academic Progression, they will be required to complete a remediation plan. This plan includes required activities to address the deficient learning outcomes and associated content, followed by one or more assessments to demonstrate proficiency. If the student successfully passes the remediation assessment(s) with a 70% or greater, the student will receive a new final course grade of 70%, and the recorded grade on the transcript will be changed from an "F" to a remediated "C" (RC). If the student is unsuccessful at achieving 70% or higher on the remediation assessment(s), the originally assigned letter grade of "F" will remain. Any student who is required to complete a course remediation, regardless of the outcome of their remediation, will be referred to the APB.

Academic Progress Board (APB)

The Academic Progress Board (APB) monitors student compliance with the Standards of Academic Performance and Standards of Academic Progression, as well as reviewing matters regarding student professional behaviors.

APB Membership

The APB is comprised of three to five voting principal faculty members (appointed at the discretion of the Program Director), including the APB chair, and two non-voting members consisting of an ATSU Student Affairs representative and a staff member designated to serve as the APB Secretary. A quorum is established when a simple majority of the voting members, or their designees, are present at the meeting. Outside persons, including the student's parents or legal counsel, will not be permitted to attend, and recording of meetings is prohibited.

APB Meetings

The APB will automatically convene at the end of each term to review student compliance with the Standards of Academic Performance and Progression. Any student referred to the APB is required to attend the meeting in person or remotely via videoconference. The purpose is to confirm the student's understanding of their current academic standing, provide an opportunity to share relevant information with the student, allow the student to articulate their perspective, discuss options to help the student improve their current academic standing, and ensure that each student is granted appropriate academic due process.

APB Deliberation and Decision

During the review of a student's academic standing, the APB will consider:

- The student's academic history
- Policy regarding academic performance and progression
- The student's explanation of their current academic standing
- Any other pertinent information.

The APB will vote by simple majority to determine if the student has failed to meet the program's published Standards of Academic Progression. The recommendations of the APB are reviewed by the Program Director who is responsible for making the final decision regarding the student's academic or professional standing.

Student Notification

Students whose academic performance or progression is under review by the APB will be notified, in writing, at least three calendar days before the scheduled APB meeting. This notification will state 1) the specific reasons the student has failed to meet the Standards of Academic Performance and/or the Standards of Academic Progression and 2) the day, time, and place of the scheduled meeting.

Once the APB has met and forward their recommendation(s), the student will be notified, in writing, by the Program Director no later than seven calendar days following their final decision regarding the student's academic standing.

Deceleration

ARC-PA 6th Ed. Standard A3.14d

Deceleration occurs when a student leaves their original cohort and reenters the program at a later time. Deceleration may result from:

- Failure of one didactic course
- Failure of two clinical rotation courses
- Voluntary Leave of Absence (see Absence Policies in the ATSU Policies section of this catalog)

Decelerated students are required to repeat the portions of the curriculum determined by the APB with a subsequent cohort, and will not graduate with their original cohort. Students are not permitted more than one academic deceleration, meaning a student who fails to meet the Standards of Academic Performance after reentering the program from a prior academic deceleration is subject to

dismissal. Students who have decelerated in accordance with an approved Leave of Absence may be granted an additional deceleration.

Withdrawal

ARC-PA 6th Ed. Standard A3.14e

Students who wish to withdraw from the program must submit a formal request in accordance with the ATSU Withdrawal Policy. The process, including required documentation and the approval procedures, is outlined in the **Withdrawal from School** section of the ATSU Policies section of this catalog.

Dismissal

ARC-PA 6th Ed. Standard A3.14f

Failure to meet the program's Standards for Academic Progression may result in dismissal from the program. The process for dismissal is described in the ATSU-CHC Policies section of this catalog. Students who are dismissed from the program are not eligible to sit for the Physician Assistant National Certifying Examination (PANCE) or obtain licensure as a Physician Assistant (PA).

Dismissal Appeal Process

ARC-PA 6th Ed. Standard A3.14f

Any student recommended for dismissal from the program may submit a formal appeal to the CHC Dean in accordance with the dismissal appeal process detailed in the ATSU-CHC Policies section of this catalog.

Degree Completion

ARC-PA 6th Ed. Standard A3.14b

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 from the time of initial enrollment. Failure to complete the program within this timeframe will lead to dismissal from the program.

Graduation Requirements

ARC-PA 6th Ed. Standard A3.14b

To earn a Master of Science in Physician Assistant Studies degree, all students must:

- Complete all prescribed courses within five years of commencing the program.
- Achieve a grade of 'C' or higher on all program courses.
- Achieve a 2.75 or higher cumulative program GPA.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Physician Assistant 29-1071.00.

Courses

Descriptions and Credit Values

Year 1, Fall Semester

CCPA 5001 - Clinical Science I
5 credit hours
Clinical Science I is the first course in a four-part series that comprehensively integrates foundational medical sciences with their application to clinical practice. The course introduces genetic and molecular mechanisms of health and disease; characteristics of microbial pathogens; and the anatomy, physiology, and pathophysiology of major organ systems. Students will develop the ability to relate physiological and pathophysiological processes to diagnostic studies. Foundational pharmacology and pharmacotherapeutic principles are introduced with a focus on the initiation and monitoring of pharmacologic management. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5002 - Clinical Medicine I
4 credit hours
Clinical Medicine I is the first course in a four-part, system-based series designed to introduce and build core clinical reasoning skills. Students will learn a systematic approach to patient assessment by integrating medical history, physical exam findings, and diagnostic study results with foundational medical knowledge. Emphasis is placed on generating accurate differential diagnoses, formulating and implementing evidence-based treatment plans, including pharmacologic therapies, and providing appropriate patient education and referrals. The course covers epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, evaluation, and management for a variety of common diseases and disorders across major body systems. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5040 - Patient Assessment I
4 credit hours
Patient Assessment I is the first course in a four-part series focused on developing foundational clinical skills. The course introduces students to medical history taking, physical examination techniques, and core clinical reasoning skills. Students learn to integrate history and examination findings to guide diagnostic decision-making, formulate differential diagnoses, and outline management plans. Instruction also emphasizes effective oral case presentation and accurate documentation of patient encounters. This course features hands-on teaching labs to ensure students master essential

physical examination and diagnostic skills. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5080 - PA Professional Practice I

2 credit hours

PA Professional Practice I is the introductory course in a four-part series designed to establish the professional and ethical foundations of the Physician Assistant profession by exploring the history and evolution of the PA profession, defining the roles and professional expectations of clinicians, and emphasizing the importance of personal well-being. This course provides an introduction to the broader healthcare context, covering healthcare policy, health law, the public health system, and preventive care guidelines, including USPSTF screening and CDC recommendations. Students will develop core professional skills essential for lifelong practice, including the ability to apply evidence-based medicine through the searching and critical interpretation of medical literature, and fostering a commitment to continuous self-assessment and performance improvement. Prerequisite(s): Admission to and matriculation in the CCPA program.

Year 1, Spring Semester

CCPA 5011 - Clinical Science II

6 credit hours

Clinical Science II is the second course in a four-part series that comprehensively integrates foundational medical sciences with their application to clinical practice. Building upon Clinical Science I, the course deepens students' understanding of genetics, microbiology, anatomy, physiology, and pathophysiology across major organ systems. Students will relate physiological and pathophysiological processes to patient history, physical exam findings, and diagnostic studies. Students advance their understanding of pharmacology and pharmacotherapeutics concepts, including drug-drug interactions, evidence-based regimens, and long-term monitoring. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5012 - Clinical Medicine II

6 credit hours

Clinical Medicine II is the second course in a four-part system-based series designed to introduce and build core clinical reasoning skills. Building upon Clinical Medicine I, students refine their ability to integrate medical history, physical exam findings, and diagnostic study results with expanding medical knowledge. Emphasis is placed on generating accurate differential diagnoses, formulating and implementing evidence-based treatment plans, including pharmacologic therapies, and providing appropriate patient education and referrals. The course deepens students' understanding of the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, evaluation, and management for a variety of common diseases and disorders across major body systems. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5050 - Patient Assessment II

2 credit hours

Patient Assessment II is the second course in a four-part series focused on developing foundational clinical skills. The course introduces students to medical history taking, physical examination techniques, and core clinical reasoning skills. Students learn to integrate history and examination findings to guide diagnostic decision-making, formulate differential diagnoses, and outline management plans. Instruction also emphasizes effective oral case presentation and accurate documentation of patient encounters. This course features hands-on teaching labs to ensure students master essential physical examination and diagnostic skills. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5090 - PA Professional Practice II

2 credit hours

PA Professional Practice II is the second course in a four-part series that expands the foundational framework for PA practice, providing a focus on the unique healthcare needs of geriatric patients alongside the development of patient-centered and culturally sensitive counseling skills. Students will learn to critically assess how factors such as culture, ethnicity, race, gender, sexual orientation, religion, and social determinants of health profoundly impact patient medical decisions and health outcomes. The course culminates in the creation of comprehensive patient education materials based on preventative care guidelines, while simultaneously emphasizing the improvement of essential professional skills, including the ability to apply continuous self-assessment and performance improvement for lifelong competence. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5021 - Clinical Science III

4 credit hours

Clinical Science III is the third course in a four-part series that comprehensively integrates serving as the bridge between foundational medical sciences with their application to clinical practice. This course reinforces and expands students' knowledge of genetics, microbiology, anatomy, physiology, and pathophysiology across major organ systems. Students will relate physiological and pathophysiological processes to patient history, physical exam findings, and diagnostic studies. The course also builds on foundational pharmacology and pharmacotherapeutics concepts, with continued emphasis on selecting, initiating, and monitoring pharmacologic treatment. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5022 - Clinical Medicine III

6 credit hours

Clinical Medicine III is the third course in a four-part system-

based series designed to introduce and build core clinical reasoning skills. Building upon Clinical Medicine I-II, students further develop their ability to integrate medical history, physical exam findings, and diagnostic study results with expanding medical knowledge to evaluate increasingly complex clinical presentations. Emphasis is placed on refining differential diagnoses, formulating and implementing evidence-based treatment plans, including pharmacologic therapies, providing appropriate patient education and referrals, and incorporating preventive health screenings. The course deepens students' understanding of the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, evaluation, and management for a variety of common diseases and disorders across major body systems. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5060 - Patient Assessment III

3 credit hours

Patient Assessment III is the third course in a four-part series focused on developing foundational clinical skills. The course introduces students to medical history taking, physical examination techniques, and core clinical reasoning skills. Students learn to integrate history and examination findings to guide diagnostic decision-making, formulate differential diagnoses, and outline management plans. Instruction also emphasizes effective oral case presentation and accurate documentation of patient encounters. This course features hands-on teaching labs to ensure students master essential physical examination and diagnostic skills. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5100 - PA Professional Practice III

2 credit hours

PA Professional Practice III is the third course in a four-part series that presents and explores the framework for Physician Assistant practice, focusing on the practical integration of professional and ethical skills into patient care. Students will examine the principles of medical ethics and apply patient-centered care within interprofessional teams, while developing an understanding of the diverse roles and responsibilities of other healthcare professionals. A focus is placed on managing patients affected by violence, as well as mastering specialized skills for managing pediatric patients, including performing developmentally appropriate screening and applying core immunization principles across childhood stages. Throughout the course, students will develop patient education skills relevant to systems covered in the curriculum and utilize self-assessment to identify knowledge gaps and demonstrate a commitment to continuous professional improvement. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5025 - Technical Skills & Preparation for Clinical Practice I

3 credit hours

Technical Skills & Preparation for Clinical Practice I is the first course in a two-part series designed to build the foundational procedural and clinical application skills required for supervised clinical practice experiences. This course integrates hands-on training with applied clinical reasoning to determine the appropriate selection, indications, and contraindications for core medical procedures. Simulation-based learning, case scenarios and task trainers provide structured practice in aseptic technique, sterile field management, point-of-care assessments, and procedural performance. The course also emphasizes effective communication, including informed consent and aftercare, accurate documentation, interprofessional teamwork, and professionalism within fast-paced clinical environments. Prerequisite(s): Admission to and matriculation in the CCPA program.

Year 2: Fall Semester

CCPA 5031 - Clinical Science IV

4 credit hours

Clinical Science IV is the final course in a four-part series that comprehensively integrates foundational medical sciences with their application to clinical practice. Building upon Clinical Science I-III, the course reinforces and deepens student understanding of genetics, microbiology, anatomy, physiology, and pathophysiology across major organ systems. Students apply physiological and pathophysiological concepts to patient history, physical examination findings, and diagnostic studies for increasingly complex cases and scenarios. The course furthers the development of foundational pharmacology and pharmacotherapeutics principles, including the selection, initiation, and monitoring of pharmacologic treatment. Additional emphasis is placed on quality improvement and systems-based practice to support readiness for supervised clinical practice experiences. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5032 - Clinical Medicine IV

4 credit hours

Clinical Medicine IV is the final course of a four-part system-based series and integrates the full range of clinical reasoning, diagnostic evaluation, and patient management skills developed throughout the curriculum. Students apply advanced medical knowledge to increasingly complex clinical presentations, further refining their ability to synthesize medical history, physical exam findings, and diagnostic study results to determine the most likely diagnosis. Emphasis is placed on selecting and implementing appropriate evidence-based treatment plans, including pharmacologic therapies, identifying indications for referral, and providing appropriate patient education. The course reinforces students' understanding of the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, evaluation, and management for a variety of common diseases and disorders across major body systems in preparation for supervised clinical practice.

Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5070 - Patient Assessment IV

3 credit hours

Patient Assessment IV is the fourth course in a four-part series focused on developing foundational clinical skills. The course introduces students to medical history taking, physical examination techniques, and core clinical reasoning skills. Students learn to integrate history and examination findings to guide diagnostic decision-making, formulate differential diagnoses, and outline management plans. Instruction also emphasizes effective oral case presentation and accurate documentation of patient encounters. This course features hands-on teaching labs to ensure students master essential physical examination and diagnostic skills. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5110 - PA Professional Practice IV

3 credit hours

PA Professional Practice IV is the final course in a four-part series that presents and explores the framework for PA practice. This course prepares students to integrate core competencies in patient safety and quality improvement with practical aspects of the business of medicine, including medical coding, billing, and documentation. Students will strengthen their understanding of modern healthcare delivery by exploring the applications, advantages, and risks of telehealth, telemedicine, and artificial intelligence in practice. A major focus will be placed on psychiatric conditions, preparing learners to recognize clinical findings, select and interpret diagnostic studies, formulate differential diagnoses, create comprehensive management plans, and pertinent patient education. Finally, the course emphasizes continuous professional improvement through self-assessment and demonstrates a commitment to continuous professional improvement. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 5035 - Technical Skills & Preparation for Clinical Practice II

3 credit hours

Technical Skills & Preparation for Clinical Practice II is the second course in a two-part series designed to build foundational procedural and clinical application skills required for supervised clinical practice experiences. Building on Technical Skills & Preparation for Clinical Practice I, the course provides hands-on training and progressive application of clinical reasoning for selecting and performing core medical procedures. Simulation-based learning, case scenarios, and task trainers are used to practice procedures in increasingly complex situations, integrating point-of-care assessments, aseptic technique, and sterile field management. The course further develops students' knowledge and skills in communication, informed consent, aftercare instructions, documentation, interprofessional collaboration, and professionalism within fast-paced clinical environments. Prerequisite(s): Admission to and matriculation in the CCPA program.

CCPA 6201 - Community Medical Experience I

5 credit hours

Community Medical Experience I is the first in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6202 - Community Medical Experience II

5 credit hours

Community Medical Experience II is the second in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6100 - Clinical Seminar I

1 credit hour

Clinical Seminar I is the first of a three course series designed to provide guided self-directed learning for students. The course is designed to ensure continual coverage of clinical and medical knowledge and behaviors, with the aim of maximizing knowledge retention through formative assessments. The course provides a platform for continued guidance and open communication between the student and the program faculty. Prerequisite(s): Admission to and

matriculation in the CCPA program and successful completion of didactic coursework.

Year 2: Spring Semester

CCPA 6203 - Community Medical Experience III
5 credit hours

Community Medical Experience III is the third in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6204 - Community Medical Experience IV
5 credit hours

Community Medical Experience IV is the fourth in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6110 - Clinical Seminar II
1 credit hour

Clinical Seminar II is the second of a three-course series designed to provide continuous guided self-directed learning for students. The course is designed to ensure ongoing coverage of clinical and medical knowledge and behaviors, with the aim of maximizing knowledge retention through ongoing formative assessments. The course provides a platform for continued guidance and open communication between the student and the program faculty. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6205 - Community Medical Experience V
5 credit hours

Community Medical Experience V is the fifth in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6206 - Community Medical Experience VI
5 credit hours

Community Medical Experience VI is the sixth in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6120 - Clinical Seminar III
1 credit hour

Clinical Seminar III is the final of a three-course series designed to provide continuous guided self-directed learning for students. The course is designed to provide continued coverage of clinical and medical knowledge and behaviors, with the aim of maximizing and refining knowledge retention through formative assessments. The course provides a

platform for continued guidance and open communication between the student and the program staff. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6311 - Transition to Practice I

2 credit hours

Transition to Practice I is the first in a series of two courses covering PANCE preparation and professional practice topics, including but not limited to credentialing, laws, and regulations regarding professional practice and conduct, licensure and certification, the PA relationship with the physician and other health care providers, policy issues that affect practice, and professional organizations. Instruction occurs primarily through self-directed study, synchronous learning, assignments, and metacognitive reflection. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

Year 3, Fall Semester

CCPA 6207 - Community Medical Experience VII

5 credit hours

Community Medical Experience VII is the seventh in a seven-course series offered during the clinical year. Students will study the science and practice of medicine across one of seven clinical experiences (Family Medicine, Internal Medicine, Pediatrics, Behavioral Health, Women's Health, Surgery, and Emergency Medicine) in Community Health Centers and partnered hospital settings. Instruction occurs through Supervised Clinical Practice Experiences, self-directed study, synchronous and asynchronous learning, course assignments, and metacognitive reflection. Students will integrate knowledge from prior and concurrent coursework while learning alongside Clinical Preceptors. Supervised Clinical Practice Experiences will prepare students to care for patients across the lifespan in preventive, acute, chronic, and emergent settings, provide prenatal and gynecologic care, and manage surgical and behavioral health conditions. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CCPA 6312 - Transition to Practice II

4 credit hours

Transition to Practice II is the second in a series of two courses covering PANCE preparation and professional practice topics, including but not limited to credentialing, laws and regulations regarding professional practice and conduct, licensure and certification, the PA relationship with the physician and other health care providers, policy issues that affect practice, and professional organizations. Instruction occurs primarily through self-directed study, synchronous learning, assignments, and metacognitive reflection. Prerequisite(s): Admission to and matriculation in the CCPA program and successful completion of didactic coursework.

CGHS

ATSU | College of Graduate Health Studies

College of Graduate Health Studies

Dear Student and Colleague,

Welcome to the College of Graduate Health Studies (ATSU-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 ATSU-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 ATSU-CGHS policies and procedures. We also encourage you to read the University Student Handbook.

On behalf of ATSU-CGHS administration, faculty, and staff, I wish you nothing but success throughout your academic endeavors.

All the best,
Marisa Hastie, EdD, MS, ACSM-EP, PN-1, FACSM
Dean, College of Graduate Health Studies

Contact ATSU-CGHS

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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.

ATSU-CGHS Purpose Statement

The College of Graduate Health Studies is a learning-centered online school, focused on academic excellence. We are dedicated to preparing leaders for socially responsible practice, policy, and scholarly activity to improve prevention initiatives, wellness, and health care delivery to the underserved.

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.

ATSU-CGHS School Policies

The following policies or guidelines apply to all programs at ATSU-CGHS.

Admissions

Application Process

The College of Graduate Health Studies (ATSU-CGHS) uses an online admissions system. Please visit https://www.atsu.edu/cghs-application/ 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.

International Student Admission

International students may apply to ATSU-CGHS's online programs.

ATSU is not authorized to issue I-20 paperwork for the required on-site component of the Kinesiology program.

Admission Requirements for all programs except the Graduate Nursing Program

1. Academic

- Minimum Cumulative Grade Point Average of 2.5 (on a 4.0 scale) at the qualifying degree institution.
    - Arizona School of Dentistry & Oral Health (ATSU-ASDOH), the Missouri School of Dentistry & Oral Health (ATSU-MOSDOH), or the School of Osteopathic Medicine in Arizona (ATSU-SOMA) students who apply to the Master of Public Health with Dental Emphasis (MPH-DE) or the Master of Public Health-SOMA programs are admitted by virtue of being a residential student in good standing.
    - Students who withdraw from a program of study, after completing a minimum of 16 credit hours, and apply through Admissions for re-entry, will be considered for re-entry based on the cumulative grade point average attained in the program at the time of withdrawal.
- An accredited degree from a college or university accredited by a U.S. Department of Education institutional accreditor (bachelor's degree or higher for master's programs and a master's degree or higher for doctoral programs).
    - Applicants who graduated from a university outside the United States may be required to provide a degree equivalency evaluation.
- Official transcript from the qualifying degree-granting institution.
    - For students using VA benefits transcripts for all institutions attended are required.
- Some degree programs may require experience or credential relevant to the field.

2. Elements of Success

- A current resume
- Completion of an essay
- English Proficiency*
- 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 an accredited four-year college or university recognized by the Department of Education in the United States with a BA or 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
        - iBT – minimum total score of 80
        - PBT – minimum total score of 550
    - 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/

Bachelor's to Doctoral Direct-Entry Admissions Requirements

1. Academic

- An accredited bachelor's degree from a college or university accredited by a U.S. Department of Education institutional accreditor.
    - Applicants who graduated from a university outside the United States may be required to provide a degree equivalency evaluation.
- Minimum Cumulative Grade Point Average of 3.0 (on a 4.0 scale) at the qualifying degree institution.
- Official transcript from the qualifying degree-granting institution.
    - For students using VA benefits, transcripts for all institutions attended are required.

2. Elements of Success

- A current resume
- Completion of an essay
- Completion of a virtual interview
- English Proficiency*
- 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 an accredited four-year college or university recognized by the Department of Education in the United States with a BA or 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
        - iBT – minimum total score of 80
        - PBT – minimum total score of 550
    - 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/

Graduate Nursing Program Admission Requirements

1. Application
    - Completed and signed admissions application along with a nonrefundable application fee.

2. Academic
    - An accredited degree from a university recognized by the Council for Higher Education Accreditation. Applicants who graduated from a university outside the United States may have to provide a degree equivalency evaluation.*
    - Official transcript from the qualifying degree-granting institution. For students using VA benefits transcripts for all institutions attended are required.
    - Minimum Cumulative Grade Point Average (CGPA) of 3.0 (on a 4.0 scale) at the qualifying degree institution.
    - Evidence of a current unencumbered RN license held in the state in which the attainment of clinical hours will occur.
    - Clinical hour documentation from the degree granting institution.
3. Elements of Success
    - A current resume or CV
    - Completion of a brief essay
    - English Proficiency **
    - Meet ATSU technology requirements

*Applicants who have graduated from a foreign college or university should submit acceptable evidence of U.S. degree/course equivalency. All course work taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

- World Education Services P.O. Box 5087 Bowling Green Station New York, NY 10274-5087 p: 212.966.6311 f: 212.739.6139 | info@wes.org
- Educational Credential Evaluators, Inc. P.O. Box 514070 Milwaukee, WI 53203-3470 | 414.289.3400
- American Assn. of Collegiate Registrars & Admissions Officers One Dupont Circle, NW, Suite 520 Washington, DC 20036-1135 | 202.293.9161
- Josef Silny & Associates, Inc. International Education Consultants 7101 SW 102 Avenue Miami, FL 33173 p: (305) 273 -1616 f: 305.273.1338 info@jsilny.com
- Intl. Education Research Foundation, Inc. PO Box 3665 Culver City, CA 90231-3665 310.258.9451
- Valendential 3334 East Coast Hwy #315 Corona del Mar, CA 92625 866.330.7769 support@valid ential.com

**Applicants are required to demonstrate proficiency in English when applying to A.T. Still University's College of Graduate 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 four-year college/university accredited by a US Department of Education institutional accreditor 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).

Acceptable minimal scores for ATSU-CGHS applications are: The Computer Based Test (CBT), Internet-Based Test (iBT), or the Paper Based Test (PBT) are accepted. The following are the minimum required score based on test type:

- CBT: minimum total score of 213 Minimum of 22/Reading Skills section | Minimum of 26/Writing Skills section
- iBT: minimum total score of 80 Minimum of 22/Reading Skills section | Minimum of 24/Writing Skills section
- PBT: minimum total score of 550 Minimum of 57/Reading Skills section | 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. A.T. Still University's institutional code is 0339. Please be sure to include this information when you submit your application packet.

ATSU-CGHS Program Transfer

Students who wish to transfer to another academic program within ATSU-CGHS must apply to that program through Admissions. 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 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.

ATSU-CGHS Program Readmission Policy

In most instances, students withdrawn from ATSU, regardless of the reason, must apply for readmittance and fall under the most recent academic catalog and admission requirements.

The following must be met for readmittance to the program of study:

- Minimum Cumulative Grade Point Average of 2.5 (on a 4.0 scale) at the qualifying degree institute.
- Students who withdraw from a program of study, after completing a minimum of 16 credit hours, and apply through Admissions for re-entry, will be considered for readmittance based on the cumulative grade point average attained in the program at the time of withdrawal.
- Student must be able to complete the program of study using the standard plan of study, according to the maximum degree completion timelines outlined in the Degree Completion policy. The date of initial enrollment will be used as the first date of study.
    - Failure to complete a degree program in the time allowed may negate some or all previously earned degree credits. The program director / department chair has discretion to determine if it is necessary to repeat a course should an extension to complete the program have been granted and/or a course has expired according to the ATSU-CGHS Course Expiration policy. Students who are unable to complete the degree in the maximum time allowed may be allowed to restart the program, under a new enrollment. In instances where a student is restarting the program, the program chair will determine what, if any, prior credits awarded may be counted toward the completion of the degree under the new enrollment.
- Students applying for readmittance must have all prior credit awarded evaluated to determine if such credit will count toward degree completion upon readmittance. This evaluation includes, but is not limited to the following credit evaluation for both meeting the criteria for the credit to be awarded, as well as alignment with current program curriculum competencies:
    - **Transfer and Associated Credit**
    - **Advanced Standing**
    - Course Substitutions
    - Credits completed prior to separation from the program.

Students in poor academic standing upon withdrawal or dismissal from the program of study are required to petition the program director / department chair for readmittance.

Poor academic standing includes, but is not limited to the following:

- Withdrawal while on Academic Probation or administrative withdrawal or dismissal for unsuccessful completion of Academic Probation.
- Administrative withdrawal / dismissal for Plagiarism Violations.
- Cumulative enrollment GPA below 3.0
- Violation of the **Course Attempts** policy
- Students approved for readmittance to a program they may have left while on probation, and/or have a cumulative GPA below 3.0, will be placed on the appropriate phase of probation during their first semester of readmittance and must meet those probation terms to return to good academic standing.
- Violation of one or more of the Code of Conduct
    - Code of Academic Conduct
    - Code of Behavioral Standards

Credit for Prior Learning

ATSU-CGHS grants credit for prior learning in one of the following ways, and in accordance with the associated ATSU & CGHS policies below.

- **Transfer Credit Policy**
- **Advanced Standing Policy**
- **Associated Credit Policy**

The maximum allowable credit awarded for prior learning may be limited to 3 courses/9 credits in ATSU-CGHS programs of study (unless otherwise stated in an institutional agreement).

ATSU-CGHS does not allow awarding of credit for auditing of courses.

Transfer and Associated Credit

Please refer to the **Transfer Credit Policy** located in the ATSU Policies section of this catalog.

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.

In instances where a student is re-applying to a ATSU-CGHS program, all previously approved coursework for Transfer and/or Associated Credit will be reviewed and may only be applied to the current program requirements outlined in the most recent academic catalog, at the discretion of the program chair.

Advanced Standing

Please refer to the **Advanced Standing Policy** located in the ATSU Policies section of this catalog.

ATSU-CGHS grants Advanced Standing relating to the following agreements.

- ATSU-ASDOH coursework towards MPH with Dental Emphasis dual degree

- ATSU-MOSDOH coursework towards MPH with Dental Emphasis dual degree
- ATSU-SOMA coursework towards MPH dual degree
- ATSU-SOMA coursework towards DHSc and/or MHSc degree
- TLC-CGHS Advanced Standing program towards the certificate in Health Professions Education, MEd, or EdD

Advanced standing may also be granted for coursework outside of these institutional agreements according to the general ATSU Advanced Standing Policy and with review and approval by the relevant Program Director and/or Department Chair.

In instances where a student is re-applying to a ATSU-CGHS program, all previously approved coursework for Advanced Standing will be reviewed and may only be applied to the current program requirements outlined in the most recent academic catalog, at the discretion of the program chair.

Course Expiration

In instances where a student is re-applying to an ATSU-CGHS program, all previously completed coursework will be reviewed. Any coursework and/or program requirements completed more than 7 years prior to resuming the program may only be applied to the current program requirements outlined in the most recent academic catalog at the discretion of the program chair.

Selection of Applicants

Applicants are selected by the Admission Committee for a specific start date. No deferrals are allowed. The Admissions Committee seeks applicants capable of meeting the academic standards of ATSU-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, nursing, or public health.

Non-Degree Seeking Status

Non-degree seeking status may be granted to applicants with a cumulative GPA as low as 2.3. Students who achieve a 3.0 cumulative GPA on two courses may then subsequently apply for program admission.

Minimal Technical Standards for Admission and Matriculation

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 the 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. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. 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.

ATSU-CGHS admits and matriculates qualified students per the policies found in the ATSU-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.

Observation

Standard

- Sufficient uncorrected or corrected visual acuity for reading.

Example

- Able to read text on a computer monitor as well as hard print media suitable to meet the course requirements.

Communication

Standard

- Possess fluent formal and colloquial oral and written English skills.
- Capable of writing in English effectively.
- Capable of reading English effectively.
- Capable of reading English effectively.

Examples

- 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

Standard

- Possess sufficient computer skills to operate a computer system.
- Possess sufficient computer skills to navigate online.

Examples

- 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

Standard

- Possess sufficient skills to perform tasks on a computer.

Example

- Able to place and remove information into and from the computer.

Intellectual, Conceptual, Integrative and Quantitative

Standard

- 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.

Example

- 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

Standard

- 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.

Examples

- 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 Resources & Accommodation Services have no bearing on the application process. You may contact the Director of Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or by phone at 660.626.2774.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice Chancellor 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 Resources & Accommodation Services. Please see the University Student Handbook for information on how to apply for academic adjustments or email accommodations@atsu.edu.

Auditing a Course

ATSU-CGHS does not allow auditing of courses.

Grading

ATSU-CGHS programs adhere to the **University grading scale**.

ATSU-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 Anthology Portal 14 days after the last day of the semester block.

Incomplete Grades

ATSU-CGHS programs adhere to the **University Incomplete Grade Policy**.

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 60% of the assigned coursework at the time of the 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 the 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.

Course Attempts

Students will be allowed two attempts to complete a course where a final grade is awarded. Completion of the course must meet any and all program specific requirements. A student who fails a course twice, and/or withdraws from a course after the first week of the term twice, will be dismissed from the program of study. Students may appeal a failing grade or a dismissal, according to the Academic Appeals section of the ATSU University Catalog.

Appealing a Grade

Students who wish to file an academic appeal concerning a course grade should visit the **Academic Appeals policy** located within the ATSU Policies section of the Catalog.

Appealing a Dismissal

Dismissal by a department may be appealed, in writing, to the Dean no later than seven calendar 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 shall notify the program chair and student of the decision no later than seven calendar days following receipt of the student's appeal. Such notice shall describe the basis for the decision.

The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the **Academic Appeals Policy**: Promotion and/or Dismissal Decisions.

Plagiarism

Plagiarism is the presentation of work from another person, entity or source as if it were one's original work. Also, turning in previously submitted work, in part or in whole, is considered self-plagiarism. Plagiarism is a violation of the University's Code of Academic Conduct found in the University Catalog and carries serious penalties in CGHS. 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.
- Material created by another source or entity such as ChatGPT, Bard, or other AI content generating technology is submitted as original work.
- Self-plagiarism, which is unacceptable. All previously prepared work, in part or in whole, may not be resubmitted, including work from a course that is being retaken.
    - 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.
- Failure to provide attribution for the ideas, words, data, or intellectual work of another source.

Plagiarism Sanctions

All assignments submitted for a grade are subject to review for plagiarism. The consequences of plagiarism vary based on whether the incident is a first, second, or third occurrence. Incidents are cumulative during enrollment in CGHS programs.

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:

- A grade of zero on the assignment.
- Required completion of the University Writing Center's Proper use of Sources tutorial
    - Students who choose not to participate in the tutorial or fail to complete the tutorial will receive a grade of zero on the assignment
- Resubmission of the assignment for a reduced grade
    - The program chair may allow the student to revise the assignment within 7 business days of notification for a grade up to 80% of the possible points.

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 zero on the assignment
- 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 and is viewed as the student's refusal to follow this policy.

The sanction for a third plagiarism offense is, but is not limited, to:

- A grade of zero on the assignment
- A grade of F in the course
- Expulsion from the university

Appeal process

Please refer to the appeal process outlined in the current Catalog.

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 block.
- 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. ATSU-CGHS students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

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.

Continuous Enrollment

ATSU-CGHS students who are finished with all coursework and completing culmination projects (practicum, dissertation, applied research project, doctoral research project, etc.) must maintain continuous enrollment until completion of all graduation requirements. Students will be assessed a continuous enrollment charge for each semester block that the student maintains enrollment until all degree requirements are completed. More information on the University's continuous enrollment process may be found under the Enrollment Status Definitions within the ATSU Policy section.

Course(s) or Program of Study Withdrawal

Students who have been inactive one semester may resume their program of study by contacting their Academic Advisor and registering for courses prior to the registration deadline.

ATSU-CGHS students who are not registered for courses in a semester are considered in Incomplete-Withdraw status and must register for courses in the following semester or be administratively withdrawn from the program. In most instances, students withdrawn from ATSU, regardless of the reason, must apply for re-admission and fall under the most recent academic catalog and admission requirements.

ATSU-CGHS students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

For the specific policy on grades awarded for withdrawal, please see the Withdrawal from School section of the **Matriculated Student Policies**.

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 only have one registered block of coursework to complete may participate in the graduation ceremony under the following guidelines:

- Students who only have one registered block of coursework to complete.
- Dissertation Only Students (DHA): The student has obtained committee approval of Dissertation Chapter 4.
- 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.
- DNP students who have completed DNPP 9100.

The official graduation date on the transcript and diploma will be the last day of the semester.

The following items must be completed in order to request a final transcript or verification letter:

- Cumulative GPA of 3.0
- Credit earned in all required courses (to earn credit for a course a student must earn a grade of C or higher)
- Graduate exit survey completed
- Any programmatic specific graduation requirements

Degree Completion

Students at ATSU-CGHS are expected to complete a degree in a program's standard plan of study. Students will have a maximum degree completion timeline of three years for a graduate certificate, 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 negate some or all previously earned degree credits. The program chair has discretion to determine if it is necessary to repeat a course if an extension to complete the program is granted and/or a course has expired according to the ATSU-CGHS Course Expiration policy.

Student Conduct Board

Purpose

ATSU students are expected to abide by two important codes, known as the Code of Academic Conduct and Code of Behavioral Standards. These codes establish minimum student expectations and serve as professional behavior. Behavior in violation of the codes is subject to sanctions including, but not limited to, reprimand, probation, suspension, dismissal, and disciplinary consultation, as well as other sanctions deemed appropriate by the University.

The A.T. Still University College of Graduate Health Studies (ATSU-CGHS) Student Conduct Board (SCB) is established to ensure fair and consistent review of alleged violations of the ATSU Code of Behavioral Standards and/or professional conduct expectations for CGHS students as outlined in the University Student Handbook. Academic misconduct is handled via the process described in the ATSU University Catalog for the Code of Academic Conduct.

The SCB provides a formal process for determining the merits of behavioral conduct allegations and reviewing the appropriateness of proposed sanctions. These procedures align with University policy and support ATSU's mission to prepare highly competent, compassionate, and ethical healthcare professionals.

Scope

The SCB has jurisdiction over all CGHS students enrolled in coursework, practica, internships, research activities, campus-sponsored events, and online learning environments, as well as accepted students who have yet to begin classes.

Issues reviewed by the SCB may include, but are not limited to:

- Violations of the ATSU Code of Behavioral Standards
- Unprofessional, unethical, or inappropriate conduct in any format or interaction
- Behaviors inconsistent with professional or programmatic standards
- Conduct concerns arising from academic, clinical, research, or fieldwork placements

Guiding Principles

Consistent with ATSU policy, SCB decisions are guided by:

1. **Educational Intent:** Support student growth in professionalism, ethical reasoning, and integrity.
2. **Fairness and Due Process**: Ensure clear notice, opportunity to respond, and impartial review.
3. **Consistency**: Apply similar procedures and sanctions for similar conduct in accordance with University policy.
4. **Respect and Confidentiality**: Protect student privacy and dignity to the fullest extent permitted by law.
5. **Mission Alignment**: Uphold ATSU's values of compassion, integrity, and dedication to the whole person.

Composition

The Student Conduct Board consists of:

- Chair (appointed by the Dean)
- Two (2) CGHS Faculty Members
- One (1) CGHS Staff Member
- One (1) ATSU Student Affairs Representative
- Alternates are appointed as necessary to avoid conflicts of interest
- A representative of the Title IX office may serve in an advisory, non-voting capacity

Referral of Alleged Violations

Alleged violations may be referred to the SCB by:

- Faculty
- Program Directors / Department Chairs
- Clinical / practicum supervisors
- Academic Advisors
- Admissions Manager and Enrollment Representatives
- ATSU staff
- CGHS Deans
- University Student Affairs
- Students
- Other concerned parties

As outlined in the University Student Handbook, informal complaints (e.g., concerns or expressions of dissatisfaction or disagreement) should be handled through direct communication (e.g., conversation, email, letter) between the student and the individual or office involved. The majority of student complaints can be addressed through communication with the individuals involved and are issues commonly handled by a university support office (e.g., Student Affairs, Human Resources). If the issue remains unresolved, the complaint should be directed as follows for additional pursuit of resolution.

Formal complaints regarding a student's behavior should be submitted to the Associate Dean of Academics, Assessment, and Curricular Innovation. Complaints cannot be anonymous or filed on behalf of another person.

The Associate Dean will conduct a preliminary review to determine whether, if true, the allegations would constitute a violation. Complaints handled through a different university process or procedure (e.g., Title IX) will be returned to the

individual with information on where/who to submit the complaint to, for processing. If the complaint is found to have merit, the Associate Dean will refer the case to the Student Conduct Board (SCB) for review. The student and the SCB will receive written notification from the Associate Dean containing the following information within five (5) business days of receipt of the complaint:

1. The alleged violation(s).
2. Relevant policy citations.
3. A summary of available evidence.
4. Any potential administrative sanctions (if applicable).
5. Instructions for the student to request a hearing with the SCB.

The student must request a hearing within **seven (7) calendar days** of notification, if desired.

The SCB will review the case and can recommend sanctions, including reprimand, warning, probation, suspension, or dismissal to the Dean.

Case Review & Hearing (if requested) Procedures

Scheduling

Hearings are scheduled **within fourteen (14) calendar days** from the student's request unless extenuating circumstances warrant an extension. If the student does not request a hearing, the committee will conduct its review within fourteen (14) calendar days from the student's response declining the hearing.

Pre-Review & Hearing Preparation

If the student requests a hearing, the student may:

- Submit a written statement
- Provide evidence
- Identify witnesses
- Request reasonable accommodations
- Request a non-participating support person. A support person cannot speak for the student.

Conduct of the Review & Hearing (if requested)

- Conduct Review meetings and Hearings are held virtually via Zoom.
- Hearings normally shall be conducted in private.
- The SCB Chair shall conduct the meeting and recognize all speakers. All questions and requests to speak will be directed to the Chair during the proceedings.
- The accused student shall be allowed to attend the entire portion of the SCB hearing at which information is received (excluding deliberations).
- Admission of any other person shall be at the discretion of the chairperson.
- The SCB may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the accused student and/or other witnesses during the hearing by providing separate Zoom breakout rooms, maintaining a Zoom waiting room, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the chairperson to be appropriate.
- If a violation involves more than one accused student, the chairperson, at their discretion, may permit each hearing to be conducted either separately or jointly.
- The complainant, accused student, and the SCB may arrange for witnesses to present pertinent information to the SCB. Witnesses must appear separately before the SCB and leave the hearing when their testimony is complete. The University will try to arrange the attendance of possible witnesses who are members of the University community, if reasonably possible, and who are identified by the complainant and/or accused student, at least two (2) business days prior to the hearing. If reasonable arrangements have been attempted and a witness still cannot attend, the hearing will proceed. Witnesses will provide information to and answer questions from the SCB. Questions may be suggested by the accused student and/or complainant to be answered by each other or by witnesses. The SCB will conduct this with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment.
- Pertinent records, exhibits, and written statements may be accepted as information for consideration by the SEB at the discretion of the chairperson.
- All procedural questions are subject to the final decision of the chairperson.
- Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in SCB hearings.
- There shall be a single verbatim record, such as a video recording or transcription, of all SCB hearings before the SCB (not including deliberations). Deliberations shall not be recorded. In addition to the recording of the formal hearing, all records of hearings shall be maintained according to the University's record retention policy in a secure and confidential manner in the Department of Student Affairs Office. The records of the proceedings shall be the property of the University.

The hearing will be conducted in the following order:

1. Call to order
2. Review of procedures and rights
3. Reading of charges
4. Presentation of evidence
5. Witness testimony (if applicable)
6. Board questioning (if applicable)
7. Student response (if applicable)
8. Closing statements (if applicable)
9. Board deliberation (private, closed session)

The student may request in writing to the chairperson a copy of the recording(s) at their own expense, within ten (10) business days of the hearing. The University has up to twenty (20) business days to produce a copy.

Standard of Proof

The SCB uses the **preponderance** of evidence standard (more likely than not) to guide decisions. The final SCB decision shall determine (by majority vote) whether the accused student has violated the Code of Behavioral Standards as charged and propose sanctions as appropriate.

Outcomes and Sanctions

If the Board finds the charges do not have merit, the SCB Chair will notify the student in writing and the complaint will be closed.

If the Board determines responsibility, sanctions **may** include:

Educational/Remedial

- Professional coaching
- Reflective assignments
- Ethics or integrity modules
- Skills development sessions
- Referral to mentoring or success coaching

Administrative

- Reprimand: A reprimand is a written letter to a student for misconduct found to be a minor offense. Reprimands are reported to the dean and the Vice Chancellor for Student Affairs. Reprimands are a part of a student's academic file.
- Probation: Disciplinary probation is a written warning that a student's behavior has been judged inappropriate, and, if any further problems occur, more serious disciplinary action will be taken. A student may be placed on disciplinary probation for no longer than one calendar year. However, the University reserves the right to extend the probation if warranted. Conditions of probation may include a requirement that the student obtain medical (including psychiatric) consultation and treatment or other requirements to remedy the misconduct and prevent its recurrence. Students are allowed to continue classes while on probation; however, loss of privileges or internship/practicum placement may result during the probationary period.
- Suspension: Suspension is defined as a temporary and immediate separation from the institution.
- Dismissal from CGHS and/or the University: Dismissal is a permanent separation from the institution. Dismissal may be imposed on a student with or without the right to apply for re-admission to the instutition at a later date. Transcripts will reflect the dismissal status.
- Consultation: Qualifying conditions may be placed upon a student's discipline by requiring satisfactory evaluation by a physician or psychiatrist appointed or approved by the University.
- Denial of admission: If a student has not matriculated but has been accepted, refusal of admission can be recommended, with or without the right to reapply to other CGHS programs at a later date.

Sanctions are determined based on the severity and context of the violation, patterns of behavior, and alignment with ATSU policy.

Decision Notification

The SCB Chair will provide a written decision within **seven (7) calendar days** to the student and to the Dean. The SCB Chair will communicate:

- Findings of fact
- Determination of violation(s)
- Assigned sanctions
- Rationale
- Appeal instructions

Copies are provided to the student and appropriate University officials.

The Dean's decision, which will be rendered within **seven (7) calendar days** of receipt, may uphold, modify, or overturn the Board's decision. For sanctions resulting in Dismissal, the student may have further recourse to the regional President as outlined in the University Student Handbook. The Dean's decision and relevant recourse if applicable, will be communicated to the student in writing via email.

The student must acknowledge the receipt of the findings by replying to the email. If the student accepts the decision, they must indicate this in their response. The Dean will forward the acknowledged email and acceptance of findings to Enrollment Services to be placed in the student's permanent file, and the sanction(s) will be imposed.

If the student wishes to appeal the findings of the SCB, they must indicate their intent to do so and follow the appeals process outlined in the next section.

NOTE: Status of the Accused: Generally, during the investigation and hearing process, the student will be allowed to actively continue in their program, unless, at the sole discretion of the Dean or Vice Chancellor for Student Affairs, it is determined to be the best interests of the institution to temporarily suspend a student and prohibit participation in University activities pending the outcome of the hearing and any subsequent appeal. The Dean's office or VCSA must notify Campus Security and/or the Clinical Coordinator if the student is banned from online courses, internships/practicum sites, and/or campus/clinical sites.

Appeals

Students may appeal the SCB decision to the ATSU-CGHS Dean within seven (7) calendar days based on:

- Procedural error
- New evidence not available at the time of the hearing
- Sanction disproportionate to the violation

The Dean's decision, which will be rendered within seven (7) calendar days of receipt, may uphold, modify, or overturn the Board's decision. For sanctions resulting in Dismissal, the student may have further recourse to the regional President as outlined in the University Student Handbook. The Dean's

decision and relevant recourse if applicable, will be communicated to the student in writing via email.

Recordkeeping

The CGHS Office of the Dean maintains all SCB records in accordance with ATSU policy and applicable laws. As noted above, pending findings of responsibility, records may also be shared with Enrollment Services. Records remain confidential and are retained in accordance with University guidelines.

Academic Standards, Guidelines, & Requirements

Academic Standing

To maintain good academic standing, students must maintain a 3.0 cumulative GPA. Academic standing is evaluated after the Fall and Spring semesters.

Participation in Courses

Please see the ATSU Policies section of this catalog for the University policy on student absences. In addition to the University policy, ATSU-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 is 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.

Textbooks

The booklist is posted on the ATSU portal six weeks prior to the start of a semester block. Students should order books from this list only for the new semester block.

It is a requirement that students have all the required books on the first day of class. Students may purchase books from any bookstore.

Course Access

Students are granted Canvas 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 the prior approval of your instructor. Failure to obtain approval before the due date may result in a zero for the assignment.

In the event you are unable to submit work to Canvas by the deadline, you must:

- notify your instructor through the Canvas messaging system and attach your assignment, and
- open a ticket with IT by calling 866.626.2200. Be sure to keep the ticket number as documentation the issue has been reported.

Once the IT issue has been resolved, you should then submit your work through Canvas for grading.

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 canceled.

Education, EdD

Doctor of Education [in Health Professions]

The Doctor of Education (EdD) 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.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Social Scientists and Related Workers, All Other 19-3099.00; Education Teachers, Postsecondary 25-1081.00; Health Specialties Teachers, Postsecondary 25-1071.00; Instructional Coordinators 25-9031.00.

Length of Program

The Doctor of Education program consists of 55 credit hours for the standard EdD or 57 credit hours for a specialty concentration.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $906 per credit hour
Student Technology Fee: $44 per credit hour

Career Options for EdD in Health Professions

Career options for EdD in Health Professions graduates may include:

- Professor at a college or university in a multitude of health professions
- Director of medical, health professions, or health sciences education program or department
- Director of continuing education for health professionals
- Health professions clinical educator

Doctoral Research Project

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. It is recommended that students have a 3.0 cumulative GPA before entering the DRP portion of the program. Students will be required to achieve a minimum of a B in the DRP courses in order to progress. Students will be allowed a maximum of two attempts to complete a DRP course with the minimum grade required. A student who fails to meet this requirement will be dismissed from the program of study. Students may appeal a failing grade or a dismissal, according to the **Academic Appeals Policy** of the ATSU University Catalog.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other 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.

First year - Standard

EDUC 7300 - Cultural Competence and Multicultural Education
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.

EDUC 7500 - Technology and Educational Transformation

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.

EDUC 7700 - Finance and Budgeting

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.

*Students may take DHAD 8200 - Healthcare Economics and Financial Management which focuses on finance and budgeting for health care organizations instead of higher education institutions if they prefer; however, they must notify their Academic Advisor before they can begin their program since this may alter their academic degree plan.

EDUC 8100 - Innovative Teaching Strategies in the Health Professions

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.

RESH 8110 - Qualitative Research Methods

3 credit hours

In this course, students will be introduced to the principles and practices of qualitative research. Students will learn how to design, collect, and analyze qualitative data. The course content emphasizes alignment of research purpose, methods, and analysis, as well as ethical and reflexive considerations. By the end of the course, students will be able to develop a coherent and methodologically comprehensive plan for a qualitative research study.

CGHS 8500 - Instructional Design and Program Planning

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.

EDUC 8700 - Student Assessment

3 credit hours

Students will learn how to create authentic assessments within a health professions 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.

EDUC 8900 - Educational Program Evaluation

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.

Second year - Standard

EDUC 7100 - Transformative Leadership and Ethics

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.

RESH 8210 - Quantitative Research Methods

3 credit hours

This course introduces students to quantitative research methodology, including study design, measurement, internal and external validity, data collection strategies, and foundational descriptive and inferential statistical analysis. Students learn to formulate research questions, select appropriate quantitative designs, and interpret analytic results. The course also introduces considerations relevant to integrating multiple forms of data when appropriate to the research question. This course content emphasizes practical research skills that prepare students to develop a methodologically appropriate and rigorous plan for a quantitative study.

EDUC 9600 - Proposal Preparation for DRP

5 credit hours

Students will learn the basic methods and techniques of educational research and be provided the information and

skills necessary to be able to critically evaluate research. Students will become familiar with the doctoral research project format, select a research topic, and begin a review of associated literature for proposal development.

EDUC 9610 - Literature Review for DRP

5 credit hours

Students will learn the characteristics of scholarly writing and APA style. By the end of this course, students will have a completed, approved proposal. In addition, students will begin creating a comprehensive literature review for their research project.

EDUC 9620 - Research Design for DRP

5 credit hours

Students will review, evaluate, and select an appropriate design for their research project. Students will complete and submit all Institutional Review Board (IRB) applications. Documentation of approval by all IRBs involved must be submitted in the last week of this course to progress to EDUC 9630.

Third year - Standard

EDUC 9630 - Data Analysis for DRP

5 credit hours

Students will evaluate data collected for the research project and prepare a draft of research findings using standard reporting format and terminology with APA-style statistical notation, tables, and figures as appropriate.

EDUC 9640 - Publication for DRP

5 credit hours

Students will complete their research project for chair review. Students will continue to improve and edit their project to create a final document for publication. Students will learn how to prepare and submit their research project for publication. By the end of the class, students will be required to submit their completed project to an appropriate publication.

Specialty Concentrations and Courses

Students pursuing a specialty concentration option will not take the Transformative Leadership and Ethics, Finance and Budgeting, Quantitative Research, or Qualitative Research courses. Instead, they will complete the courses listed below for the specialty concentration selected. This will result in a total of 57 credit hours.

Leadership in Health Professions Education

DHAD 7000 - Leadership and Practice

3 credit hours

Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

DHAD 8200 - Healthcare Economics and Financial Management

3 credit hours

Students apply key financial and economic principles to examine executive-level decisions related to capitalization, credit ratings, debt capacity, alternative funding sources, business plan development, and overall organizational finance strategy. Students analyze these concepts from both non-profit and for-profit healthcare perspectives to evaluate the financial sustainability and strategic positioning of healthcare organizations.

DHSC 8230 - Organizational Behavior

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.

CGHS 8020 - Research Methods, Design, and Analysis

5 credit hours

This course provides an introduction and overview of research methodology, study design, and data analysis. Quantitative and qualitative approaches to examining, developing, and addressing research questions will be explored. Students will develop a foundation for critical appraisal of research evidence and design of research studies.

Interprofessional Education

EDUC 7200 - Foundations of Interprofessional Education

3 credit hours

This course provides an overview of interprofessional

education (IPE), focusing on its foundations, current state, and future directions. Students will explore the role of IPE in improving health and social care through collaborative learning experiences. Topics include key concepts in IPE, essential competencies, and strategies for creating IPE learning experiences across various health professions.

EDUC 7400 - Design of Interprofessional Education

3 credit hours

This course equips students with the expertise to design interprofessional education (IPE) programs tailored for health and social care settings. Emphasizing evidence-based practices, it explores advanced teaching and learning theories and frameworks, innovative delivery methods, and workplace integration strategies. Students will gain the skills to create transformative, outcome-driven IPE initiatives that align with organizational goals and interprofessional competencies, addressing the complex demands of modern health and social care environments.

EDUC 7600 - Implementation and Evaluation of Interprofessional Education

3 credit hours

This course prepares students to implement and evaluate interprofessional education (IPE) programs effectively across diverse organizational contexts. Focusing on leadership and advocacy, students will explore evidence-based frameworks for program implementation, robust strategies for outcome measurement, and approaches to embedding IPE initiatives within existing systems. By the end of the course, students will be equipped to lead, sustain, and scale IPE programs that address evolving challenges in health and social care education.

CGHS 8020 - Research Methods, Design, and Analysis

5 credit hours

This course provides an introduction and overview of research methodology, study design, and data analysis. Quantitative and qualitative approaches to examining, developing, and addressing research questions will be explored. Students will develop a foundation for critical appraisal of research evidence and design of research studies.

Teaching with Simulation

EDUC 8200 - Introductions to Simulation for the Health Professions

3 credit hours

This course offers an in-depth overview of medical simulation, covering its evolution, terminology, types, and benefits within health professions education. Students will examine standards of practice, ethical considerations, and impacts on patient safety, while critically evaluating various simulation methods and modalities. As a result, students will be able to recommend various forms of simulation-based education to match programmatic goals and learner needs.

EDUC 8400 - Foundations of Simulation in the Health Professions

3 credit hours

Focused on the essential elements of simulation-based curricula, this course explores the role of simulation in interprofessional education and various health care environments. Students will delve into educational theories applicable to simulation, practice designing case scenarios, and learn strategies for planning, facilitating, and debriefing simulation activities. Emphasis is placed on creating effective learning experiences that promote reflection and skill development. By the end of the course, students will be equipped to assess and contribute to simulation-based training initiatives across diverse healthcare settings.

EDUC 8600 - Application of Simulation in the Health Professions

3 credit hours

This course centers on the practical aspects of running a simulation program, including infrastructure, management, budgets, and funding sources. Students will examine the various roles of simulation specialists, strategies for faculty/staff development, and the importance of quality research in the field. Emerging trends such as AI-based applications in healthcare simulation will be discussed. A final project will allow students to apply these concepts, emphasizing research and quality initiatives to advance simulation practices in healthcare education.

CGHS 8020 - Research Methods, Design, and Analysis

5 credit hours

This course provides an introduction and overview of research methodology, study design, and data analysis. Quantitative and qualitative approaches to examining, developing, and addressing research questions will be explored. Students will develop a foundation for critical appraisal of research evidence and design of research studies.

Other Courses

EDUC 6999 - Directed Study

3 credit hours

Directed studies may be required as assigned by the program chair.

Health Administration, DHA

Doctor of Health Administration

ATSU-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 healthcare management education.

This program integrates web-based instruction, directed readings, email, discussion boards, and doctoral research project collaboration between students and faculty. The College uses mission driven, context-based curriculum design, and assesses student learning through authentic assessments.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Medical and Health Services Managers 11-9111.00; Postsecondary Teachers, All Other 25-1199.00.

Program Mission, Vision, & Values

Program Mission

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 36 credit hours, plus 25 doctoral research project credit hours, for a total of 61 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $1,120 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

Doctoral Research Project Courses

Students who have successfully completed 100% of the course work, earned at least a letter grade of B in each of three research methods courses, and have a 3.0 or higher GPA are eligible to begin the Doctoral Research Project (DRP). This five-course series allows the student to apply research to practical problems that permeate the current healthcare environment, formulate solutions to complex issues, and develop best practices. Dissemination of the work includes the submission of the research project for publication in a peer-reviewed journal. Students will be required to achieve a minimum of a B in the DRP courses in order to progress. Students will be allowed a maximum of two attempts to complete a DRP course with the minimum grade required. A student who fails to meet this requirement will be dismissed from the program of study. Students may appeal a failing

grade or a dismissal, according to the **Academic Appeals Policy** of the ATSU University Catalog.

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Year 1

DHAD 7000 - Leadership and Practice
3 credit hours

Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

CGHS 6000 - Critical Thinking and Writing for Graduate Students
3 credit hours

In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

DHAD 7500 - Population Health
3 credit hours

Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

DHAD 7600 - Quality Improvement/Performance Excellence
3 credit hours

Students apply concepts and principles of continuous improvement and patient safety to organizational and operational challenges in healthcare. Students use evidence-based management approaches through case studies and group activities to support patient-centered, quality-driven practices. Students evaluate how improvement strategies contribute to patient outcomes and organizational effectiveness.

DHAD 7800 - Health Policy, Law and Regulation
3 credit hours

Students examine significant legislation affecting the healthcare industry, including contemporary issues in health reform, advocacy, and policy development. Learners analyze key legal issues and ethical questions facing healthcare administrators and apply the health policy analysis process to evaluate policy options and implications for organizations and populations.

DHAD 8050 - Research Methods I
3 credit hours

Students examine fundamental techniques in the research process and the design of empirical studies, including scientific thinking, critical evaluation of literature, problem identification, and development of purpose statements and hypotheses. Students review basic statistical concepts, institutional review board (IRB) requirements, and ethical considerations in conducting research, and interpret basic statistical analyses relevant to health administration and doctoral projects.

DHAD 8200 - Healthcare Economics and Financial Management
3 credit hours

Students apply key financial and economic principles to examine executive-level decisions related to capitalization, credit ratings, debt capacity, alternative funding sources, business plan development, and overall organizational finance strategy. Students analyze these concepts from both non-profit and for-profit healthcare perspectives to evaluate the financial sustainability and strategic positioning of healthcare organizations.

RESH 8110 – Qualitative Research Methods
3 credit hours

In this course, students will be introduced to the principles and practices of qualitative research. Students will learn how to design, collect, and analyze qualitative data. The course content emphasizes alignment of research purpose, methods, and analysis, as well as ethical and reflexive considerations. By the end of the course, students will be able to develop a coherent and methodologically comprehensive plan for a qualitative research study.

Year 2

RESH 8210 – Qualitative Research Methods
3 credit hours

This course introduces students to quantitative research methodology, including study design, measurement, internal and external validity, data collection strategies, and foundational descriptive and inferential statistical analysis. Students learn to formulate research questions, select appropriate quantitative designs, and interpret analytic results. The course also introduces considerations relevant to integrating multiple forms of data when appropriate to the research question. This course content emphasizes practical

research skills that prepare students to develop a methodologically appropriate and rigorous plan for a quantitative study.

DHAD 8400 - Healthcare Organization Informatics

3 credit hours

Students evaluate the competencies and organizational capabilities required to strategically assess, select, and implement enterprise-wide informatics solutions. Students analyze how the rapidly evolving informatics field drives organizational change and adaptation. Students also examine and apply decision support systems that integrate financial, human resources, continuous quality improvement, strategic planning, and resource utilization data to inform executive decision-making.

DHAD 8600 - Health Organization Governance

3 credit hours

Students examine processes for identifying, recruiting, and engaging governing boards in healthcare organizations. Students apply management and communication strategies that support board accountability, alignment, and effective decision-making. Learners analyze board development, composition, fiduciary responsibilities, leadership roles, and the governance structures that guide organizational performance.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHAD 9110 - Proposal Preparation for Doctoral Research Project

5 credit hours

Students will complete their doctoral research project planning, including the activities related to the Introduction section of the project while also considering study participants and data sources. Students will write the Introduction section of the research project and begin a literature review for their chosen research project. Students must earn at least a letter grade B in three research methods courses.

DHAD 9120 - Literature Review for Doctoral Research Project

5 credit hours

Students will complete a systematic and comprehensive literature review for each study construct and the associated dimensions of, and indicators for their chosen research project. Students will also write the Literature Review section and update the Introduction section of their doctoral research project. Prerequisite: DHAD 9110. Students must earn at least a letter grade B to advance from DHAD 9110 to DHAD 9120.

Year 3

DHAD 9130 - Research Design for Doctoral Research Project

5 credit hours

Students will execute all activities related to the preparation of the Method section of their doctoral research project. Students will complete and submit all Institutional Review Board (IRB) applications and obtain written approvals from all involved IRBs. Documentation of these approvals must be received by the last week of this course to progress to DHAD 9140. Students will write the Method section of their doctoral research project. Students will also assemble their doctoral research project proposal (including the Introduction, Literature Review, and Method sections) and prepare and deliver an oral presentation of the project proposal. Prerequisite(s): DHAD 9110 and DHAD 9120. Students must earn at least a letter grade B to advance from DHAD 9120 to DHAD 9130.

DHAD 9140 - Data Collection and Analysis for Doctoral Research Project

5 credit hours

Students will complete all data collection and data analysis activities related to the Results section of their doctoral research project. Students will also write the Results section of their doctoral research project. Prerequisite(s): DHAD 9110, DHAD 9120, and DHAD 9130. Students must earn at least a letter grade B to advance from DHAD 9130 to DHAD 9140.

DHAD 9150 - Completion and Publication of Doctoral Research Project

5 credit hours

Students will complete all activities related to the Discussion section of their doctoral research project. Students will write the Discussion section of their doctoral research project. Students will assemble the entire doctoral research project, and prepare and deliver an oral presentation of the entire project. Students will also select academic or professional peer-reviewed journals that are relevant to their research topic, study the author guidelines of these journals, and prepare and submit their research project for publication. By the end of this course, students will be required to submit their completed project to an appropriate publication.

Prerequisite(s): DHAD 9110, DHAD 9120, DHAD 9130, and DHAD 9140. Students must earn at least a letter grade B to advance from DHAD 9140 to DHAD 9150.

Other Courses

DHAD 6999 - Directed Study

3 credit hours

Directed studies may be required as assigned by the program chair.

Health Sciences, DHSc

Doctor of Health Sciences

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.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Health Education Specialists 21-1091.00; Community Health Workers 21-1094.00; Medical Scientists, Except Epidemiologists 19-1042.00; Environmental Scientists and Specialists, Including Health 19-2041.00; Health Specialties Teachers, Postsecondary 25-1071.00; Survey Researchers 19-3022.00; Social Science Research Assistants 19-4061.00.

Program Purpose, Vision, and Goals

Purpose

The Doctor of Health Sciences (DHSc) program provides a rigorous interdisciplinary education for healthcare professionals, preparing students to be effective leaders and change agents in a variety of health settings. The program offers innovative curriculum in a flexible, asynchronous format to best meet student needs. Courses are facilitated by experienced faculty through an interdisciplinary and interprofessional approach. Coursework prepares students to critically analyze ongoing domestic and global challenges of access, cost, education and quality in healthcare, and builds competencies to skillfully evaluate, plan and implement solutions to these challenges.

Vision

The DHSc program has adopted the vision statement of the College of Graduate Heath Studies, adapting it to the program:
The DHSc program will be the preeminent online program for leaders in the health professions. 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.

Goals

Goals of the DHSc program are to provide an online environment that:

1. Promotes diversity of student experiences.
2. Fosters student success.
3. Honors professionalism and ethical practice.
4. Supports a curriculum that develops critical and analytical thinking skills through an integrative approach of instruction, research, and evidence-based resources.
5. Promotes and supports excellence in faculty performance in teaching, scholarship, and service.

Length of Program

The Doctor of Health Sciences program consists of 70 credit hours or 65 credits hours when completing the Research Methods concentration..

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $710 per credit hour
Student Technology Fee: $44 per credit hour

Program Outcomes

Demonstrate advanced knowledge in health sciences fields, scholarship, and evidence-based practice.

- Demonstrate knowledge and skills for designing, conducting, analyzing and disseminating health sciences research.
- Demonstrate knowledge in critical analytical thinking skills in foundational areas of health sciences.
- Demonstrate advanced and effective skills in communication, professionalism, ethical practice, systematic thought, and writing.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Year 1

CGHS 6000 must be taken in the first block and students must receive a passing grade to continue on in the program.

CGHS 6000 - Critical Thinking and Writing for Graduate Students

3 credit hours

In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

DHSC 6010 - Principles of Management & Decision Analysis

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.

DHSC 6020 - Risk Management for Health Professionals

3 credit hours

This course introduces 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.

DHSC 6030 - Healthcare Information Systems

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.

DHSC 7020 - Health Administration, Law & Ethics

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.

DHSC 9000 - Health Professionals Role in Health Promotion

4 credit hours

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 explored and evaluated through group work throughout the course.

Year 2

DHSC 7030 - Population Health & Patient-Centered Care

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.

CGHS 8020 - Research Methods, Design, and Analysis

5 credit hours

This course provides an introduction and overview of research methodology, study design, and data analysis. Quantitative and qualitative approaches to examining, developing, and addressing research questions will be explored. Students will develop a foundation for critical appraisal of research evidence and design of research studies.

*Students who complete the Research Methods Concentration are not required to take CGHS8020.

DHSC 8030 - Evidence-Based Practice

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.

DHSC 7010 - Healthcare Delivery Systems

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.

DHSC 8010 - Healthcare Outcomes

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.

- Course #1 of concentration (Course descriptions below)
- Course #2 of concentration
- Course #3 of Concentration

Year 3

DHSC 9016 - Proposal Development for the Applied Research Project

5 credit hours

This course is designed to assist students 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 instructor to ensure the proposal is methodologically sound. By the end of this course, students will have completed the proposal.

DHSC 9026 - Literature Review for the Applied Research Project

5 credit hours

This course is designed to assist the student 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 research project. Therefore, the purpose of this course is to provide the student with the knowledge and skills to successfully review the literature around a chosen ARP topic and write a focused review of literature. DHSC9016

DHSC 9036 - Data Collection for the Applied Research Project

5 credit hours

This course is designed to assist the student with the development of an applied research project (ARP). The purpose of this course is to provide the student with the knowledge and skills necessary to implement sampling methodology, successfully collect and properly manage data, and become familiar with data analysis tools that will be used to analyze data in the upcoming data analysis course. DHSC9016, DHSC9026

DHSC 9046 - Data Analysis for the Applied Research Project

5 credit hours

This course is designed to assist the student 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. DHSC9016, DHSC9026, DHSC9036

DHSC 9056 - Dissemination for the Applied Research Project

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. DHSC9016, DHSC9026, DHSC9036, DHSC9046

Other Courses and Concentration Courses

DHSC 6999 - Directed Study

3 credit hours

Directed studies may be required as assigned by the program chair.

Leadership & Organizational Behavior Concentration Courses

DHAD 8200 - Healthcare Economics and Financial Management

3 credit hours

Students apply key financial and economic principles to examine executive-level decisions related to capitalization, credit ratings, debt capacity, alternative funding sources, business plan development, and overall organizational finance strategy. Students analyze these concepts from both non-profit and for-profit healthcare perspectives to evaluate the financial sustainability and strategic positioning of healthcare organizations.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHSC 8230 - Organizational Behavior

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.

Global Health Concentration Courses

DHSC 8120 - Globalization & World Politics

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

DHSC 8110 - Global Health Issues

3 credit hours

This course introduces 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.

Fundamentals of Education Concentration Courses

EDUC 8900 - Educational Program Evaluation
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.

DHSC 8420 - Contemporary Teaching & Learning Concepts
3 credit hours
This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

CGHS 8500 - Instructional Design and Program Planning
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.

Research Methods Concentration Courses

RESH 8110 - Qualitative Research Methods
3 credit hours
In this course, students will be introduced to the principles and practices of qualitative research. Students will learn how to design, collect, and analyze qualitative data. The course content emphasizes alignment of research purpose, methods, and analysis, as well as ethical and reflexive considerations. By the end of the course, students will be able to develop a coherent and methodologically comprehensive plan for a qualitative research study.

RESH 8210 - Qualitative Research Methods
3 credit hours
This course introduces students to quantitative research methodology, including study design, measurement, internal and external validity, data collection strategies, and foundational descriptive and inferential statistical analysis. Students learn to formulate research questions, select appropriate quantitative designs, and interpret analytic results. The course also introduces considerations relevant to integrating multiple forms of data when appropriate to the research question. This course content emphasizes practical research skills that prepare students to develop a methodologically appropriate and rigorous plan for a quantitative study.

RESH 8300 - Mixed Methods and Data Analytics
3 credit hours
This advanced course integrates qualitative and quantitative research approaches to address complex health questions. Students will explore research designs, advanced analytic techniques, data visualization, and analytic software applications while developing skills to translate research findings effectively for diverse healthcare audiences.

Healthcare Compliance Concentration Courses

DHSC 8610 - Foundations of Health Care Law and Regulatory Compliance
3 credit hours
This foundational course provides comprehensive examination of the legal framework governing healthcare delivery and compliance in the United States. Students engage with constitutional law principles affecting healthcare, federal and state statutory authorities, administrative law and rulemaking processes, and judicial precedents shaping healthcare compliance. The course covers Medicare and Medicaid laws, the Affordable Care Act, EMTALA, corporate practice of medicine doctrines, professional licensure laws, and accreditation requirements. Students develop legal analysis skills to interpret statutes, regulations, and case law while understanding how legal principles translate into organizational compliance obligations. Emphasis is placed on understanding the sources of law, the hierarchy of legal authority, and the interplay between federal and state healthcare regulations.

DHSC 8620 - Health Care Regulatory Frameworks and Compliance Systems
3 credit hours
This foundational course examines the role of federal and state regulations in healthcare delivery and organizational performance. Students explore regulatory standards from accreditation organizations, licensing agencies, and third-party payers. Topics include governance structures, fiduciary responsibilities, and the strategic implementation of effective compliance programs. Students analyze how regulations impact organizational culture and develop frameworks for integrating compliance into operational policies.

DHSC 8630 - Legal Risk Management in Health Care

3 credit hours

This course provides in-depth study of healthcare fraud and abuse statutes, regulations, and enforcement mechanisms. Students examine the federal Anti-Kickback Statute, Stark Law, False Claims Act, Civil Monetary Penalties Law, and related state regulations. The course covers HIPAA privacy and security requirements, patient safety and quality initiatives, risk assessment methodologies, and compliance monitoring systems. Students develop practical skills in identifying legal vulnerabilities and implementing risk mitigation strategies.

Generalist Concentration Courses

Select any 3 courses from the HSc concentration areas.

Nursing, DNP

Doctor of Nursing Practice

ATSU-CGHS' Doctor of Nursing Practice (DNP) expands students' personal and professional horizons in advanced practice nursing. Graduates will gain knowledge and skills in healthcare leadership and management that will refine and deepen evidence-based practice in nursing. The DNP requires successful completion of seven online courses and a clinical experience resulting in a scholarly final project.

As compared to the research-oriented PhD, the goal of the Doctor of Nursing Practice is to develop a specialty practice that influences healthcare outcomes for a variety of clients, ranging from individuals to a population. The benefits of earning the DNP include acquiring advanced competencies in leadership, quality improvement, collaborative practice, health policy, information systems, and population health within an ethical framework.

The DNP integrates web-based instruction, directed readings, discussion boards, and a variety of assignments with collaboration between students, faculty, and healthcare leaders. Students have the opportunity to focus on one of three concentration areas, which include organizational leadership, nurse educator, and population health.

Program Mission, Purpose, and Values

Mission

The Nursing Program curriculum, built by nursing faculty experts, equips nurses to improve health outcomes, strengthen systems, and advance equitable care through evidence-based practice, innovation, and whole-person leadership. Students develop advanced competencies across Organizational Leadership, Nursing Education, and Population Health through rigorous coursework, interprofessional engagement, and a focus on underserved communities. Aligned with CGHS's mission and national nursing standards, the program develops graduates prepared to lead system-level improvement in diverse healthcare settings.

Purpose

The purpose of the Nursing Program is to prepare doctoral-level nurses to lead improvement across healthcare settings, systems, and policy through evidence-based practice, whole-person care, and system-level thinking. Through a fully online, learner-centered curriculum with experiential learning, students develop advanced competencies to set direction, communicate effectively, steward resources, lead change, and cultivate effective teams and future leaders. Students pursue focused preparation in Organizational Leadership, Nursing Education, or Population Health while strengthening critical thinking, quality analysis, and improvement capabilities. The program is grounded in a commitment to equity, care for underserved populations, and the application of evidence as a foundation for meaningful and sustainable change.

Values

Evidence-Based Practice: We value the use of high-quality evidence, critical inquiry, and scholarly rigor to guide clinical, educational, and organizational decision-making.

Leadership: We value the development of nurse leaders who influence outcomes, shape systems, and contribute meaningfully to the future of healthcare.

Integrity: We value ethical behavior, honesty, professionalism, and accountability in all decisions and interactions.

Whole-Person & Equitable Care: We value ethical behavior, honesty, professionalism, and accountability in all decisions and interactions.

Collaboration: We value interprofessional communication and teamwork that strengthen care delivery, education, and system performance.

Innovation: We value creativity, continuous improvement, and the willingness to explore new technologies, pedagogies, and solutions that enhance learning and care.

Lifelong Learning: We value ongoing professional development and reflective practice that support nurses in adapting to evolving healthcare needs.

Length of Program

The Doctor of Nursing Practice degree consists of 33 credit hours. This includes both online, asynchronous classroom learning and clinical hours. Clinical hours may be completed at a location near the student. Typically, the classroom coursework can be completed within a year, and the DNP Project can take potentially nine months, resulting in an earned DNP within two years.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $924 per credit hour
Student Technology Fee: $44 per credit hour

HIPAA Training

Health Information Portability & Accountability Act (HIPAA) training and certification is required for all ATSU-CGHS DNP students taking DNPP 7600, Advanced Nursing Practicum and DNPP 9100, Specialization Scholarly Project A. Students may submit current HIPAA training certificates of completion from their facilities or complete the training offered online by ATSU. IRB review and/or approval is required before the DNP Project is initiated.

Learning Outcomes

Graduates from the DNP are expected to demonstrate competence in the following learning outcomes:

- Develop a broad understanding of nursing's unique advanced practice perspective and shared perspectives from other disciplines by applying theory and research-based knowledge from nursing, the arts, humanities, and other sciences through clinical judgment. (AACN: Essentials, Domain 1)
- Integrate advanced assessment skills and apply critical thinking to communicate effectively with individuals to engage in a caring relationship by managing actual and potential health problems and evaluating care outcomes. (AACN Essentials, Domain 2)
- Practice effective population health management through engaging partnerships, considering the socioeconomic impact of healthcare delivery, advancing equitable health policies, demonstrating advocacy strategies, and collaborating on disaster and public health emergency preparedness. (AACN Essentials, Domain 3)
- Apply best evidence to nursing practice and promote ethical scholarly activities to advance nursing scholarship. (AACN Essentials, Domain 4)
- Apply quality improvement principles in care delivery to patients and providers in the work environment, thereby contributing to a safety culture. (AACN Essentials, Domain 5)
- Facilitate interprofessional collaboration by valuing team communication, dynamics, and knowledge to address healthcare needs. (AACN Essentials, Domain 6)
- Incorporate innovation and evidence-based practice to optimize system effectiveness and cost-efficiency across the continuum of care. (AACN Essentials, Domain 7)
- Use information and communication technology tools to deliver safe nursing care, support documentation of care for diverse populations following ethical, legal, professional, and regulatory standards, and workplace policies. (AACN Essentials, Domain 8)
- Demonstrate professionalism in nursing through ethical standards, accountability, compliance with laws and regulations, and the integration of diversity, equity, and inclusion. (AACN Essentials, Domain 9)
- Exhibit commitment to personal well-being by fostering flexibility and professional development while cultivating leadership capacity through inquiry. (AACN Essentials, Domain 10)

Graduation Requirements

According to the American Association of Colleges of Nursing, students enrolled in a DNP program must have at least 1,000 hours of clinical hours past the baccalaureate degree attainment. Students may bring up to 500 hours from a master's program in nursing to count toward the 1,000 hours. These graduate hours will need validation by the nursing program that granted the MSN degree.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Nursing Instructors and Teachers, Postsecondary 25-1072.00; Medical and Health Services Managers 11-9111.00.

Courses

Descriptions and Credit Values

All core and concentration courses must be successfully completed prior to being enrolled in DNPP7600.

DNPP 7000 - Organizational Leadership

3 credit hours

Students examine strategic connections and relationships in healthcare practice, improvement and policy within ethical parameters. Leadership and nursing theories will be used to develop the DNP project utilizing the program's mission, goals, and expected outcomes while incorporating AACN's The Essentials: Core Competencies for Professional Nursing Education, 2021.

*Students pursuing the Population Health Concentration will take DNPP 7400 - Quality Improvement and Performance Excellence, instead of DNPP 7000 - Organizational Leadership.

DNPP 7100 - Nursing Inquiry, Evidence-Based Practice, and Change

3 credit hours

Students use practice-focused inquiry to analyze data and national benchmarks to inform health care planning, practice decisions, program evaluation, and outcome management plans and processes. Focus is on how data can best be used to initiate and manage change in healthcare environments, systems, and care delivery. Prerequisite: DNPP 7000 or concurrent enrollment with DNPP 7000.

DNPP 7600 - Clinical Applications

3 credit hours

This course focuses on the acquisition of direct clinical practice hours which span over several academic terms. The student prepares, develops, and completes clinical hours with a healthcare facility under the guidance of a site preceptor and a member of the Nursing Program faculty. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, & 7500.

DNPP 8000 - DNP Project Conceptualization

3 credit hours

Students will apply content from previous and concurrent courses, including DNPP 7000, DNPP 7100, DNPP 7200, DNPP 7300, DNPP 7400, DNPP 7500 to inform student conceptualization and outlining the blueprint of their proposed DNP Project. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, & 7600.

DNPP 9100 - DNP Project Design

3 credit hours

Students will design their DNP Project, incorporating theory and QSEN competencies to address a quality improvement healthcare issue, develop a new policy or an innovation in practice, while applying evidence or translating evidence. The student will complete and defend a DNP Project proposal in this course. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, 7600, & 8000.

DNPP 9200 - DNP Project Implementation

3 credit hours

Students will implement the approved DNP Project proposal as they address a quality improvement healthcare issue, develop a new policy or an innovation in practice, while applying evidence or translating evidence. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, 7600, 8000, & 9100.

DNPP 9300 - DNP Project Evaluation

3 credit hours

Students will evaluate the results of the DNP Project addressing a quality improvement healthcare issue, in developing a new policy or an innovation in practice, while applying evidence or translating evidence. Students will defend their DNP Project in this course, with the option to present their findings to the organization via written or verbal communication methods. Prerequisites include: DNPP 7000, 7100, 7200, 7300, 7400, 7500, 7600, 8000, 9100, & 9200.

Organizational Leadership Concentration Courses

DNPP 7200 - Healthcare Economics and Financial Management

3 credit hours

Students learn key financial and economic principles needed to examine decision making and overall organizational finance strategy to support quality care and improvement of healthcare outcomes. Emphasis is on macro and micro economics, risk analysis, cost-effectiveness, evaluation of financial requirements and processes, staffing, and budgeting.

DNPP 7300 - Health Policy, Law, and Advocacy

3 credit hours

Students learn how policy and law can affect the healthcare industry. Topics include leadership in health care reform, social justice, equity and ethics, health policy analysis and development, and advocacy. Focus is on preparing nurses to analyze and influence health policies and to advocate for organizational systems, communities, US and global populations, and in the nursing profession.

DNPP 7400 - Quality Improvement and Performance Excellence

3 credit hours

Students examine concepts and principles of continuous improvement, methods of monitoring and evaluating patient safety indicators, and organizational and employee performance. Emphasis is on leadership and collaboration and the use of evidence-based data to select, design, implement, and evaluate patient-centered, quality-driven change. Students will also explore strategies to achieve employee performance excellence, and more efficient and effective organizational system and consumer health information practices. Prerequisite: DNPP 7100

DNPP 7500 - Population Health: Program Development and Evaluation

3 credit hours

Students use statistical information and scientific data to strategically evaluate change initiatives and outcomes in practice and healthcare systems. Interdisciplinary collaboration models and frameworks are used to help develop and evaluate a sustainable implementation initiative that improves patient and population health outcomes. Prerequisite: DNPP 7100

Nurse Educator Concentration Courses

DNPP 7800 - 3 Ps for Nurse Educators

3 credit hours

This course provides an in-depth understanding of the 3 P's – Pathophysiology, Pharmacology, and Physical Assessment – tailored for nurse educators. Students will be equipped with advanced knowledge and skills. They will explore the complex mechanisms of diseases, the pharmacokinetics and pharmacodynamics of various drug therapies, and the principles of comprehensive physical assessment. Emphasis will be placed on integrating these concepts into nursing education and clinical practice.

EDUC 8700 - Student Assessment

3 credit hours

Students will learn how to create authentic assessments within a health professions curriculum. Best practices in assessments that provide them with critical thinking and career-specific skills to facilitate training and education in the workplace. assessment will be discussed, and students will create problem-based, competency-based, and transformative.

EDUC 8100 - Innovative Teaching Strategies in the Health Professions

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.

CGHS 8500 - Instructional Design and Program Planning

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.

Population Health Concentration Courses

Students pursuing the Population Health concentration option will not take the Organizational Leadership course. Instead, they must complete the Quality Improvement and Performance Excellence course.

DNPP 7500 - Population Health: Program Development and Evaluation

3 credit hours

Students use statistical information and scientific data to strategically evaluate change initiatives and outcomes in practice and healthcare systems. Interdisciplinary collaboration models and frameworks are used to help develop and evaluate a sustainable implementation initiative that improves patient and population health outcomes. Prerequisite: DNPP 7100

DHAD 7500 - Population Health

3 credit hours

Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

DHSC 7030 - Population Health & Patient-Centered Care

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.

DHSC 8110 - Global Health Issues

3 credit hours

This course introduces 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.

Other Courses

DNPP 9901 - Independent Research

1 credit hour

This is a self-directed course for DNP students with faculty approval. The primary goal of the course is to provide students with the exploration of a specific topic of interest to the individual student under the advisement of a faculty member who will monitor and critique the student's progress.

Education, MEd

Master of Education [in Health Professions]

The MEd program prepares graduates to function as highly skilled health professions educators. Graduates are effective educators with knowledge and skills in five domains of health professions education: teaching and learning, curriculum development, assessment and evaluation, research methods, and leadership and management. This program helps to prepare students to function as leaders in academic, clinical, and community-based health professions education environments.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Social Scientists and Related Workers, All Other 19-3099.00; Education Teachers, Postsecondary 25-1081.00; Health Specialties Teachers, Postsecondary 25-1071.00; Instructional Coordinators 25-9031.00.

Program Mission Statement

The mission of the MEd in Health Professions Education program is to prepare health professions educators by advancing their knowledge and skills in teaching and learning, curriculum development, assessment and evaluation, research methods, and leadership and management so that they may contribute to improving overall population health and further the osteopathic traditions of whole person health care through educating the next generation of healthcare professionals.

Length of Program

The Master of Education in Health Professions program is comprised of 30 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $888 per credit hour
Student Technology Fee: $44 per credit hour

Learning Outcomes

- Apply traditional and emerging teaching theories to the development of innovative, problem-based, transformative health professions curricula based on student learning needs and accreditation requirements.
- Apply common and emerging instructional design models to the development of health professions education courses and programs.
- Apply best practices for problem-based and authentic student assessments.
- Integrate current technologies as teaching strategies into health professions curricula.
- Evaluate health professions programs based on student performance and program outcomes assessment.
- Demonstrate knowledge and behavior that represent the highest standards of professionalism as an educator.
- Apply research methodology to develop, implement, and evaluate a health professions education program.

Courses

Descriptions and Credit Values

EDUC 5100 - Current Issues and Trends in Health Professions Education
3 credit hours
Students will explore current issues that affect teaching and learning related to health professions education. Topics may include theoretically-based practices, new educational models, collaborative learning environments, virtual learning communities, cultural concerns in education, and interprofessionalism.

EDUC 8100 - Innovative Teaching Strategies in the Health Professions
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.

CGHS 8500 - Instructional Design and Program Planning
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.

EDUC 8700 - Student Assessment
3 credit hours
Students will learn how to create authentic assessments

within a health professions 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.

EDUC 8900 - Educational Program Evaluation

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.

EDUC 5500 - Educational Technologies in Health Professions Education

3 credit hours

Students will apply theories of communication and principles of selection to the use of technologies for teaching and learning appropriate for diverse populations of learners and learning contexts.

EDUC 5700 - Designing Instructional Presentations

3 credit hours

Students will explore effective teaching and learning strategies through the use of presentations. Topics include effective speaking, use of technology in the classroom, creation of presentations, creating dynamic learning environments, and adapting presentations to interprofessional groups of students.

EDUC 5300 - Teaching with Simulation

3 credit hours

Students will examine the use of simulation as an instructional and assessment tool in health professions education. Students will explore the learning effectiveness of simulation, evaluate simulation methodologies, and conduct critical reviews of research related to simulation-based education and assessment. Students will develop a simulation teaching and/or assessment project.

RESH 5200 - Fundamentals of Research

3 credit hours

In this applied research course, students will develop and strengthen their skills in research topic generation, problem statement development, literature reviews, and research proposal preparation. Students will apply foundational concepts in research design, ethical considerations, data collection, and analysis to build practical research skills.

EDUC 6100 - Capstone

3 credit hours

This course requires the student to develop a health professions education research proposal. The topic of the Capstone is determined by the student, and a faculty member approves the topic.

Health Administration, MHA

Master of Health Administration

ATSU-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.

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. This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Medical and Health Services Managers 11-9111.00; Postsecondary Teachers, All Other 25-1199.00.

Program Mission, Vision, and Values

Mission

Our mission is to engage with diverse online students to prepare them for leadership roles in health care administration. Our curriculum is designed for early to mid-career health care professionals who aspire to develop the knowledge and skills necessary to become leaders in the ever-changing health care industry. Emphasis is placed on competency-based education, the osteopathic tradition of whole person health care, and the ATSU focus on serving underserved populations. This is accomplished with practice-integrated learning assessments that promote active learning and discourse.

Graduates are prepared for early-to-mid-careerist positions in a variety of health care organizations including hospitals, outpatient centers, physician offices, and other health care-related organizations. They serve in a number of leadership roles including policy, clinical, and operations.

Our scholar-practitioner faculty are educated and experienced in their fields of expertise, and through service, scholarship, and professional development stay attuned to emerging trends in health care, education, and online teaching. They actively engage with students through web conferencing, telephone, and other technologies.

Vision

The ATSU Health Administration program will be recognized as the leading innovator in learner-centered online health administration education, with students, alumni, faculty, and administration working together to prepare students to lead health care organizations and contribute to the overall well-being of the population.

Values

- Leadership: We value modeling and mentoring strong leadership skills and inspire individual and program accountability and excellence.
- Integrity: We value strong ethical principles and fairness in our individual actions and our program 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 teaching, learning, and application.
- Lifelong Learning: We value the continual pursuit of knowledge that enhances the personal and professional development of all stakeholders.

Length of Program

The Master of Health Administration program consists of 42 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $806 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Traditional Track

Year 1

CGHS 6000 - Critical Thinking and Writing for Graduate Students
3 credit hours
In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

MHAD 6250 - Health Services in the US
3 credit hours
Students examine the structure, organization, and operation of the U.S. healthcare system, including major delivery models, financing and payment mechanisms, and workforce considerations. Learners analyze key issues such as competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethical considerations. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare organization.

DHAD 7000 - Leadership and Practice
3 credit hours
Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

MHAD 6050 - Managing Human Resources
3 credit hours
Students examine workforce planning, recruitment, hiring, supervision, motivation, training, and performance evaluation for staff in healthcare organizations. Learners develop strategies to lead and manage both individual employees and interprofessional teams. Students also apply approaches for addressing difficult or under-performing employees. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6600 - Health Administration Law and Ethics
3 credit hours
Students develop a foundational understanding of healthcare law and ethics, with attention to practical legal issues in healthcare human resources. Learners analyze topics such as medical information privacy, the HITECH Act, and current case law, and apply critical thinking skills to evaluate legal and ethical implications for healthcare administrators.

DHAD 7500 - Population Health
3 credit hours
Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

MHAD 6300 - Healthcare Information Systems
3 credit hours
Students examine the knowledge and skills healthcare executives need to manage information and information systems in contemporary healthcare organizations. Learners analyze patient care processes and the information generated during these processes and evaluate the evolution and functions of healthcare information systems, including major clinical and administrative applications with emphasis on electronic health record systems. Students review foundational information technology concepts that support these systems and assess senior management challenges in budgeting, governance, and evaluation of health IT services. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

Year 2

MHAD 6850 - Project Management for Healthcare Administrators
3 credit hours
Students examine project management principles essential for leading healthcare initiatives aligned with organizational strategy. Learners apply tools and techniques across key project management domains - including scope, schedule, cost, quality, resources, communication, risk, procurement, and stakeholder engagement - to plan and manage healthcare projects effectively. Emphasis is placed on developing practical competencies needed to deliver projects on time, within budget, and to organizational expectations.

DHAD 7600 - Quality Improvement/Performance Excellence
3 credit hours
Students apply concepts and principles of continuous improvement and patient safety to organizational and operational challenges in healthcare. Students use evidence-based management approaches through case studies and group activities to support patient-centered, quality-driven practices. Students evaluate how improvement strategies contribute to patient outcomes and organizational effectiveness.

MHAD 6550 - Healthcare Financial Management

3 credit hours

Students examine essential concepts in healthcare financial management and apply financial, economic, and managerial accounting principles to decision-making in both non-profit and for-profit healthcare organizations. Learners analyze financial statements, value-based purchasing models, and revenue cycle processes, and evaluate financial planning, cash budgeting, working capital management, capital budgeting, long-term financing, and organizational financial performance. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6350 - Data Analytics & Decision Making

3 credit hours

Students analyze, categorize, and manage internal and external data used in healthcare organizations. Working with datasets, learners evaluate diagnostic, procedural, pharmacy, and administrative information with an emphasis on administrative data analytics. Students apply value-based purchasing analytics, risk adjustment methods, and data-driven strategies that support effective revenue cycle management. Learners also assess interdepartmental dependencies and examine how interdisciplinary collaboration influences organizational performance and decision-making

MHAD 6750 - Healthcare Operations Management

3 credit hours

Students examine healthcare operations using an integrated framework that includes financial management, supply chain management, process and quality improvement, facilities management, and systems and technology. Learners apply these frameworks to operational challenges in healthcare enterprises and develop an operational management plan that integrates financial, logistical, quality, and technological considerations. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare organization.

MHAD 7200 - MHA Capstone Project

3 credit hours

Students integrate theories and knowledge gained throughout the MHA program to apply a systems-based approach to a capstone project that presents complex decision-making challenges. Learners analyze the complexities of healthcare delivery systems, evaluate strategic options, and develop approaches for building alliances within and outside the healthcare industry. Students must have completed at least 28 MHA credits before enrolling in this course.

Specialty Track - Digital Health

Year 1

CGHS 6000 - Critical Thinking and Writing for Graduate Students

3 credit hours

In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

MHAD 6250 - Health Services in the US

3 credit hours

Students examine the structure, organization, and operation of the U.S. healthcare system, including major delivery models, financing and payment mechanisms, and workforce considerations. Learners analyze key issues such as competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethical considerations. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare organization.

DHAD 7000 - Leadership and Practice

3 credit hours

Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

MHAD 6410 - Telehealth

3 credit hours

Students examine telehealth platforms and models of care, including evidence-based telehealth technologies, quality improvement measures, reimbursement approaches, and relevant policy and regulatory factors. Learners analyze how telehealth influences equity, access, and health disparities and explore interprofessional telehealth practice for specific populations and care settings.

MHAD 6600 - Health Administration Law and Ethics

3 credit hours
Students develop a foundational understanding of healthcare law and ethics, with attention to practical legal issues in healthcare human resources. Learners analyze topics such as medical information privacy, the HITECH Act, and current case law, and apply critical thinking skills to evaluate legal and ethical implications for healthcare administrators.

DHAD 7500 - Population Health
3 credit hours
Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

MHAD 6300 - Healthcare Information Systems
3 credit hours
Students examine the knowledge and skills healthcare executives need to manage information and information systems in contemporary healthcare organizations. Learners analyze patient care processes and the information generated during these processes and evaluate the evolution and functions of healthcare information systems, including major clinical and administrative applications with emphasis on electronic health record systems. Students review foundational information technology concepts that support these systems and assess senior management challenges in budgeting, governance, and evaluation of health IT services. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

Year 2

DHAD 8400 - Healthcare Organization Informatics
3 credit hours
Students evaluate the competencies and organizational capabilities required to strategically assess, select, and implement enterprise-wide informatics solutions. Students analyze how the rapidly evolving informatics field drives organizational change and adaptation. Students also examine and apply decision support systems that integrate financial, human resources, continuous quality improvement, strategic planning, and resource utilization data to inform executive decision-making.

DHAD 7600 - Quality Improvement/Performance Excellence
3 credit hours
Students apply concepts and principles of continuous improvement and patient safety to organizational and operational challenges in healthcare. Students use evidence-based management approaches through case studies and group activities to support patient-centered, quality-driven practices. Students evaluate how improvement strategies contribute to patient outcomes and organizational effectiveness.

MHAD 6550 - Healthcare Financial Management
3 credit hours
Students examine essential concepts in healthcare financial management and apply financial, economic, and managerial accounting principles to decision-making in both non-profit and for-profit healthcare organizations. Learners analyze financial statements, value-based purchasing models, and revenue cycle processes, and evaluate financial planning, cash budgeting, working capital management, capital budgeting, long-term financing, and organizational financial performance. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHAD 8800 - Strategic Change Management for Healthcare Organizations
3 credit hours
Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6350 - Data Analytics & Decision Making
3 credit hours
Students analyze, categorize, and manage internal and external data used in healthcare organizations. Working with datasets, learners evaluate diagnostic, procedural, pharmacy, and administrative information with an emphasis on administrative data analytics. Students apply value-based purchasing analytics, risk adjustment methods, and data-driven strategies that support effective revenue cycle management. Learners also assess interdepartmental dependencies and examine how interdisciplinary collaboration influences organizational performance and decision-making.

MHAD 6750 - Healthcare Operations Management
3 credit hours
Students examine healthcare operations using an integrated framework that includes financial management, supply chain management, process and quality improvement, facilities management, and systems and technology. Learners apply these frameworks to operational challenges in healthcare enterprises and develop an operational management plan that integrates financial, logistical, quality, and technological considerations. The course includes a fieldwork assignment

that students complete in person or virtually within a healthcare organization.

MHAD 7200 - MHA Capstone Project

3 credit hours

Students integrate theories and knowledge gained throughout the MHA program to apply a systems-based approach to a capstone project that presents complex decision-making challenges. Learners analyze the complexities of healthcare delivery systems, evaluate strategic options, and develop approaches for building alliances within and outside the healthcare industry. Students must have completed at least 28 MHA credits before enrolling in this course.

Specialty Track - Quality and Patient Safety

Year 1

CGHS 6000 - Critical Thinking and Writing for Graduate Students

3 credit hours

In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

MHAD 6250 - Health Services in the US

3 credit hours

Students examine the structure, organization, and operation of the U.S. healthcare system, including major delivery models, financing and payment mechanisms, and workforce considerations. Learners analyze key issues such as competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethical considerations. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare organization.

DHAD 7000 - Leadership and Practice

3 credit hours

Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

MHAD 6610 - The Health Care Quality Professional

3 credit hours

Students explore the role of the healthcare quality professional and apply key strategies, tools, and frameworks that support quality-driven leadership. Learners assess organizational culture, evaluate approaches to patient safety and performance improvement, and analyze how quality initiatives align with strategic goals. Students also examine methods for measuring, reporting, and sustaining quality outcomes across healthcare settings.

MHAD 6600 - Health Administration Law and Ethics

3 credit hours

Students develop a foundational understanding of healthcare law and ethics, with attention to practical legal issues in healthcare human resources. Learners analyze topics such as medical information privacy, the HITECH Act, and current case law, and apply critical thinking skills to evaluate legal and ethical implications for healthcare administrators.

DHAD 7500 - Population Health

3 credit hours

Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

MHAD 6300 - Healthcare Information Systems

3 credit hours

Students examine the knowledge and skills healthcare executives need to manage information and information systems in contemporary healthcare organizations. Learners analyze patient care processes and the information generated during these processes and evaluate the evolution and functions of healthcare information systems, including major clinical and administrative applications with emphasis on electronic health record systems. Students review foundational information technology concepts that support these systems and assess senior management challenges in budgeting, governance, and evaluation of health IT services. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

Year 2

MHAD 6850 - Project Management for Healthcare Administrators

3 credit hours

Students examine project management principles essential for leading healthcare initiatives aligned with organizational strategy. Learners apply tools and techniques across key project management domains - including scope, schedule, cost, quality, resources, communication, risk, procurement, and stakeholder engagement - to plan and manage

healthcare projects effectively. Emphasis is placed on developing practical competencies needed to deliver projects on time, within budget, and to organizational expectations.

DHAD 7600 - Quality Improvement/Performance Excellence

3 credit hours

Students apply concepts and principles of continuous improvement and patient safety to organizational and operational challenges in healthcare. Students use evidence-based management approaches through case studies and group activities to support patient-centered, quality-driven practices. Students evaluate how improvement strategies contribute to patient outcomes and organizational effectiveness.

MHAD 6550 - Healthcare Financial Management

3 credit hours

Students examine essential concepts in healthcare financial management and apply financial, economic, and managerial accounting principles to decision-making in both non-profit and for-profit healthcare organizations. Learners analyze financial statements, value-based purchasing models, and revenue cycle processes, and evaluate financial planning, cash budgeting, working capital management, capital budgeting, long-term financing, and organizational financial performance. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6640 - Data Analytics for Quality

3 credit hours

Students analyze data management systems that support organizational quality improvement programs, using a range of measures, tools, and analytic techniques. Learners collect, validate, compare, and interpret quality data to evaluate performance and identify improvement opportunities. Students also develop data reporting skills that support decision-making and regulatory compliance. The course includes a fieldwork assignment that may be completed in person or virtually.

MHAD 6620 - Patient Safety

3 credit hours

Students examine patient safety concepts, principles, and practices relevant to healthcare delivery across the continuum of care. Learners analyze approaches to patient safety culture, apply systems thinking principles, and use tools for assessing, planning, implementing, and evaluating patient safety programs. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 7200 - MHA Capstone Project

3 credit hours

Students integrate theories and knowledge gained throughout the MHA program to apply a systems-based approach to a capstone project that presents complex decision-making challenges. Learners analyze the complexities of healthcare delivery systems, evaluate strategic options, and develop approaches for building alliances within and outside the healthcare industry. Students must have completed at least 28 MHA credits before enrolling in this course.

Specialty Track - Public Health Administration

Year 1

CGHS 6000 - Critical Thinking and Writing for Graduate Students

3 credit hours

In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

MHAD 6250 - Health Services in the US

3 credit hours

Students examine the structure, organization, and operation of the U.S. healthcare system, including major delivery models, financing and payment mechanisms, and workforce considerations. Learners analyze key issues such as competition, regulation, technology, access, quality, primary care, long-term care, mental health, and ethical considerations. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare organization.

DHAD 7000 - Leadership and Practice

3 credit hours

Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

PUBH 7500 – Community Health Assessment and Program Development

3 credit hours

This course integrates the principles and practices of community-based health assessment and program planning, including concepts such as identifying community health needs, engaging stakeholders, identifying data and funding sources, evidence-based interventions, and program evaluations.

DHAD 7500 - Population Health

3 credit hours

Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

PUBH 5750 - Mobilizing Movements: Public Health Advocacy and Leadership

3 credit hours

Advocacy in public health is about working for policy change, improving existing policies, implementing new laws or practices that improve health outcomes. Public health leaders protect and promote healthy communities through many means and advocacy is one key element in this process.

This course is designed to equip students with the knowledge and basic skills to become effective advocates and leaders in the field of public health. Through a combination of core concepts and practical applications, students will explore the principles of public health advocacy, leadership strategies, and the role of policy in shaping health outcomes. Students will explore how local, state government function; and how to apply advocacy and leadership skills at the local and state level. This course will review the legislative policymaking process and the role of lobbying, and how to effectively communicate and work with partnerships and coalitions. In addition, Interpretation and use of evidence are essential for leaders and advocates and students will develop skills to understand, interpret and apply evidence. This course will also discuss how funding is a vital part of public health programs. Additionally, the course offers practical experience in public health advocacy.

MHAD 6850 - Project Management for Healthcare Administrators

3 credit hours

Students examine project management principles essential for leading healthcare initiatives aligned with organizational strategy. Learners apply tools and techniques across key project management domains - including scope, schedule, cost, quality, resources, communication, risk, procurement, and stakeholder engagement - to plan and manage healthcare projects effectively. Emphasis is placed on developing practical competencies needed to deliver projects on time, within budget, and to organizational expectations.

Year 2

PUBH 6600 - Public Health Policy

3 credit hours

This is a survey course that provides introductory content dealing with how public health and other health organizations relate to policy and politics. It covers the historical context behind current policies and the role of the public health professional in advocacy, policy development, and implementation. Current policies and their impact on the health of communities and populations will also be discussed.

DHAD 7600 - Quality Improvement/Performance Excellence

3 credit hours

Students apply concepts and principles of continuous improvement and patient safety to organizational and operational challenges in healthcare. Students use evidence-based management approaches through case studies and group activities to support patient-centered, quality-driven practices. Students evaluate how improvement strategies contribute to patient outcomes and organizational effectiveness.

MHAD 6550 - Healthcare Financial Management

3 credit hours

Students examine essential concepts in healthcare financial management and apply financial, economic, and managerial accounting principles to decision-making in both non-profit and for-profit healthcare organizations. Learners analyze financial statements, value-based purchasing models, and revenue cycle processes, and evaluate financial planning, cash budgeting, working capital management, capital budgeting, long-term financing, and organizational financial performance. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6350 - Data Analytics & Decision Making

3 credit hours

Students analyze, categorize, and manage internal and external data used in healthcare organizations. Working with datasets, learners evaluate diagnostic, procedural, pharmacy, and administrative information with an emphasis on administrative data analytics. Students apply value-based purchasing analytics, risk adjustment methods, and data-driven strategies that support effective revenue cycle management. Learners also assess interdepartmental dependencies and examine how interdisciplinary collaboration influences organizational performance and decision-making.

PUBH 5700 - Grant Writing for Public Health Professionals

3 credit hours

This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

MHAD 7200 - MHA Capstone Project

3 credit hours

Students integrate theories and knowledge gained throughout the MHA program to apply a systems-based approach to a capstone project that presents complex decision-making challenges. Learners analyze the complexities of healthcare delivery systems, evaluate strategic options, and develop approaches for building alliances within and outside the healthcare industry. Students must have completed at least 28 MHA credits before enrolling in this course.

Health Sciences, MHSc

Master of Health Sciences

The Master of Health Sciences (MHSc) program prepares graduates to be effective leaders and change agents in a variety of health settings. Graduates are effective decision-makers and critical thinkers with knowledge and skills to evaluate, plan and implement solutions for new and ongoing challenges in a variety of complex clinical, organizational and/or educational systems with diverse populations. This program helps to prepare students for a variety of health science careers and to function as skilled leaders, educators and scholars.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Health Education Specialists 21-1091.00; Community Health Workers 21-1094.00; Medical Scientists, Except Epidemiologists 19-1042.00; Environmental Scientists and Specialists, Including Health 19-2041.00; Health Specialties Teachers, Postsecondary 25-1071.00; Survey Researchers 19-3022.00; Social Science Research Assistants 19-4061.00.

Purpose, Mission, and Goals

Purpose

The MHSc program provides a rigorous interdisciplinary education for professionals in the health sciences, preparing students to be effective leaders and change agents in a variety of health settings. The program offers innovative curriculum in a flexible, asynchronous format to best meet student needs. This program fosters the following: 1) excellence and quality; 2) provides full student support; and 3) is recognized as added value to students, employers, health care, and society at large. Further, the program promotes and support key ATSU commitments to being a leading innovator in health professions education and pioneering contributions to health professions education.

Mission

The mission of the MHSc program is to prepare health professionals to develop or enhance their knowledge and skills in evidence-based practice, healthcare leadership, finance, research methods, population health, as well as health equity and disparities. By providing a learner-centered educational experience, graduates will advance as socially responsible leaders who may contribute to improving overall population health and furthering the osteopathic traditions of whole person healthcare.

Goals

- Increase the number of graduate prepared health care professionals.
- Improve the quality of masters-level health care preparation through an integrated theoretical approach.
- Promote the usefulness of a professional versus a practical health care graduate degree.
- Provide potential CGHS students and doctoral program applicants with a master's program required to attain admission to doctoral programs that in turn expands our portfolio of graduate degrees.

Length of Program

The Master of Health Sciences program consists of 33 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $694 per credit hour
Student Technology Fee: $44 per credit hour

Program Outcomes

The following are recommended MHSc program learning outcomes:

- Demonstrate effective skills in communication, professionalism, ethical practice, systemic thought and writing.
- Demonstrate knowledge of foundational and innovative concepts in population health and evidence-based practice.
- Apply research methods and analytic strategies in health sciences.
- Demonstrate knowledge and global perspectives to issues in healthcare access, quality and health disparities.
- Apply organizational theories and systems thinking to improve outcomes associated with ongoing challenges in healthcare safety and quality.
- Demonstrate knowledge, behavior, and leadership that represent the highest standards of professionalism in health science.
- Apply traditional and emerging models of leadership in various health sciences settings and cases studies to explore innovative and advancing leadership skills.
- Apply knowledge of health informatics design and application to monitor and improve outcomes as well as to promote effective communication among patients and colleagues.

- Demonstrate knowledge in traditional, innovative, and transformative educational theories and modules of delivery as they apply to in health sciences education.

Courses

Descriptions and Credit Values

Year 1

CGHS 6000 must be taken in the first block and students must receive a passing grade to continue on in the program.

CGHS 6000 - Critical Thinking and Writing for Graduate Students
3 credit hours
In this course, students will explore critical thinking and the foundational elements of scholarly writing. Key elements of graduate-level writing, including effective use of evidence, literacy skills, review and critique of literature, academic integrity, and APA format and style, will be addressed.

MHSC 5100 - Innovations in Patient Safety and Quality Improvement
3 credit hours
This course will provide an introduction and framework for innovative implementation of patient safety and quality improvement initiatives. Students will become acquainted with several aspects of healthcare quality and patient safety, including foundational and key structures, challenges and problems, mechanisms for identifying effective healthcare measures, and strategies for applying systematic and innovative change. Students will have the opportunity to explore best practice models and the latest professional literature emphasizing patient safety and quality improvement as well as apply their knowledge in different theoretical contexts in the health sciences.

MHSC 5300 - Trends and Issues in Healthcare leadership and Policy
3 credit hours
This course examines various principles and models of leadership and policy and explores their relationships to current healthcare management. The course will explore topics in healthcare-related to leadership styles, theory, decision making, planning, and development. Students will examine case studies and current concepts in leadership practice and organizational culture.

DHSC 7020 - Health Administration, Law & Ethics
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.

MHSC 5500 - Fundamentals of Health Informatics
3 credit hours
This course provides an overview of healthcare information technology that introduces terminology, practices, and processes found in clinical and business operations in modern healthcare organizations. Students will examine the design and application of information technology-based innovations in healthcare delivery. Emphasis is on providing overviews of electronic medical records, telemedicine, decision support systems, and evaluating system-wide informatics in appropriate management systems.

MHSC 5700 - Population Health and Preventative Care
3 credit hours
This course will take a broader perspective of population health and preventive care by examining factors and health promotion practices that influence health outcomes of populations. Students will explore historical perspectives and emerging trends of health issues affecting various populations globally. Various approaches to improve population health and health equality will be explored with emphasis on evidence-based population health interventions.

Year 2

RESH 5200 – Fundamentals of Research
3 credit hours
In this applied research course, students will develop and strengthen their skills in research topic generation, problem statement development, literature reviews, and research proposal preparation. Students will apply foundational concepts in research design, ethical considerations, data collection, and analysis to build practical research skills.

MHSC 6300 - Special Topics in Health Science Research
3 credit hours
This course is designed as an introduction to using the research process to address health science problems and to interpreting and evaluating research evidence. Emphasis on general qualitative and quantitative frameworks for research design, data collection, analysis, and data presentation.

Other Courses and Concentrations

Students pursue concentration courses during year 2.

Concentration #1 - Leadership and Organizational Behavior

DHSC 8230 - Organizational Behavior

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.

DHAD 8200 - Healthcare Economics and Financial Management

3 credit hours

Students apply key financial and economic principles to examine executive-level decisions related to capitalization, credit ratings, debt capacity, alternative funding sources, business plan development, and overall organizational finance strategy. Students analyze these concepts from both non-profit and for-profit healthcare perspectives to evaluate the financial sustainability and strategic positioning of healthcare organizations.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

Concentration #2 - Global Health

DHSC 8110 - Global Health Issues

3 credit hours

This course introduces 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.

DHSC 8120 - Globalization & World Politics

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

Concentration #3 - Fundamentals of Education

EDUC 8900 - Educational Program Evaluation

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.

DHSC 8420 - Contemporary Teaching & Learning Concepts

3 credit hours

This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and

delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

CGHS 8500 - Instructional Design and Program Planning

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.

Concentration #4 - Generalist

Concentration courses for new students starting Fall Block 1, 2021.

- Select any 3 courses from the HSc concentration areas.

Public Health, Dental Emphasis with Dental Public Health Residency, MPH & Graduate Certificate

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 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. Students 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.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Health Education Specialists 21-1091.00; Community Health Workers 21-1094.00; Health Specialties Teachers, Postsecondary 25-1071.00; Statisticians 15-2041.00; Biostatisticians 15-2041.01; Social Science Research Assistants 19-4061.00.

Length of Program

The Dental Public Health Residency program is a 25 month program consisting of 51 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

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.

Courses

Descriptions and Credit Values

PUBH 6200 - Research II
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.

PUBH 6300 - Research III
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.

PUBH 6400 - Research IV
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.

Public Health, MPH

Master of Public Health

The 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.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Health Education Specialists 21-1091.00; Community Health Workers 21-1094.00; Health Specialties Teachers, Postsecondary 25-1071.00; Statisticians 15-2041.00; Biostatisticians 15-2041.01; Social Science Research Assistants 19-4061.00.

Program Mission, Vision, and Values

Mission

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.

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.

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 42 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

Public Health Certificates

Public Health students may receive a public health graduate certificate in conjunction with their MPH based on their electives chosen. Certificate options for MPH students are as follows:

Graduate Certificate in Public Health Emergency Preparedness and Disaster Response

MPH students (including ATSU-SOMA Dual Degree) who select SHMG 6000 - Global Health Issues as one of their two electives, may also choose to receive a Public Health Emergency Preparedness and Disaster Response Graduate Certificate.

Graduate Certificate in Public Health Workforce Preparedness

MPH students (including ATSU-SOMA Dual Degree) who select PUBH 6800 - Public Health Disparities, Health Equity and Covid-19 as one of their two electives, may also choose to receive a Public Health Workforce Preparedness Graduate Certificate.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Year 1

PUBH 5000 - Introduction to Public Health Concepts
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.

HLTH 6500 - Behavioral Sciences and Health Education Concepts

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.

EPID 6100 - Epidemiology

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

RESH 5200 - Fundamentals of Research

3 credit hours

In this applied research course, students will develop and strengthen their skills in research topic generation, problem statement development, literature reviews, and research proposal preparation. Students will apply foundational concepts in research design, ethical considerations, data collection, and analysis to build practical research skills.

BIOS 7000 - Biostatistics

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

ENVR 6200 - Environmental Health Sciences

3 credit hours

This course introduces 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.

Year 2

PUBH 6600 - Public Health Policy

3 credit hours

This is a survey course that provides introductory content dealing with how public health and other health organizations relate to policy and politics. It covers the historical context behind current policies and the role of the public health professional in advocacy, policy development, and implementation. Current policies and their impact on the health of communities and populations will also be discussed.

PUBH 7550 - Community Health Assessment and Program Development

3 credit hours

This course integrates the principles and practices of community-based health assessment and program planning, including concepts such as identifying community health needs, engaging stakeholders, identifying data and funding sources, evidence-based interventions, and program evaluations.

PUBH 5300 - Public Health Administration

3 credit hours

This course focuses on public health administration, including human resources, budgeting and organizational dynamics. Students learn to recognize internal bias and how it affects communication and negotiation. Leadership principles such as creating a vision, empowering others, fostering collaboration, and decision making are explored.

- Elective #1 and Elective #2
  (elective options below)

PUBH 7800 - Public Health Practicum

6 credit hours

This course has two components. The first requires the student to develop and execute an applied practice

experience with a public health organization under the guidance of a site preceptor and a member of the MPH Program faculty. The student must create and submit a minimum of two deliverables that demonstrate attainment of at least five public health competencies from a provided list. The second component is a culminating academic experience that requires the student to produce a high-quality, substantive written document that demonstrates synthesis of at least three public health competencies.

Electives

PUBH 5420 - Cannabis through a Public Health Lens

3 credit hours

This course will examine the history, research, policy, legalization, economic issues, current evidence-based health effects and social consequences of cannabis use through a public health lens.

PUBH 5600 – Informatics & Social Media in Public Health

3 credit hours

Informatics, social media, social informatics, and technology advance the ways in which we gather, organize, analyze and apply data to public health challenges. In this course, students will examine multiple forms of these modalities, discuss data standards, privacy concerns, database management, data sharing, and policy surrounding data. Students will also become familiar with some of the common databases used by public health practitioners, and ways that social media and social informatics can be used to address social determinants of health.

PUBH 5700 - Grant Writing for Public Health Professionals

3 credit hours

This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

PUBH 5750 - Mobilizing Movements: Public Health Advocacy and Leadership

3 credit hours

Advocacy in public health is about working for policy change, improving existing policies, implementing new laws or practices that improve health outcomes. Public health leaders protect and promote healthy communities through many means and advocacy is one key element in this process.

This course is designed to equip students with the knowledge and basic skills to become effective advocates and leaders in the field of public health. Through a combination of core concepts and practical applications, students will explore the principles of public health advocacy, leadership strategies, and the role of policy in shaping health outcomes. Students will explore how local, state government function; and how to apply advocacy and leadership skills at the local and state level. This course will review the legislative policymaking process and the role of lobbying, and how to effectively communicate and work with partnerships and coalitions. In addition, Interpretation and use of evidence are essential for leaders and advocates and students will develop skills to understand, interpret and apply evidence. This course will also discuss how funding is a vital part of public health programs. Additionally, the course offers practical experience in public health advocacy.

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19

3 credit hours

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

SHMG 6000 - Global Health Issues

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.

Other Courses

PUBH 6999 - Directed Study

3 credit hours

Directed studies may be required as assigned by the program chair.

Public Health, Dental Emphasis, MPH

Master of Public Health [with Dental Emphasis]

The 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.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Health Education Specialists 21-1091.00; Community Health Workers 21-1094.00; Health Specialties Teachers, Postsecondary 25-1071.00; Statisticians 15-2041.00; Biostatisticians 15-2041.01; Social Science Research Assistants 19-4061.00.

Program Mission, Vision, and Values

Mission

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.

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.

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 48 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

Public Health Certificates

Public Health students may receive a graduate certificate in conjunction with their MPH based on their electives chosen. Graduate Certificate options are as follows:

Graduate Certificate in Public Health Emergency Preparedness and Disaster Response

MPH [Dental Emphasis] students who select SHMG 6000 - Global Health Issues and PUBH 5100 - Public Health Emergency Preparedness and Disaster Response as their two electives, may also choose to receive a Public Health Emergency Preparedness and Disaster Response Graduate Certificate.

Graduate Certificate in Public Health Workforce Preparedness

MPH [Dental Emphasis] students who select PUBH 6800 - Public Health Disparities, Health Equity and Covid-19 and either PUBH 5100 - Public Health Emergency Preparedness and Disaster Response or PUBH 6100 - Identifying Community Health Needs as their two electives, may also choose to receive a Public Health Workforce Preparedness Graduate Certificate.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Year 1

PUBH 5050 - Introduction to Dental Public Health

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.

HLTH 6500 - Behavioral Sciences and Health Education Concepts

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.

EPID 6100 - Epidemiology

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, contract tracing, and application of findings for outbreak management and the development of public health policy.

RESH 5200 - Fundamentals of Research

3 credit hours
In this applied research course, students will develop and strengthen their skills in research topic generation, problem statement development, literature reviews, and research proposal preparation. Students will apply foundational concepts in research design, ethical considerations, data collection, and analysis to build practical research skills.

BIOS 7000 - Biostatistics

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.

PUBH 5400 - Dental Public Health Ethics

3 credit hours
This course explores a variety of ethical dimensions and issues found in dental public health. The overall goal is to help familiarize students with specific examples and topics, as well as the variety of ethically relevant information that might be considered and some of the theoretical frameworks and concepts that can be utilized to help analyze and address these issues. We will also explore some of what makes public health ethics different from professional ethics, clinical ethics, medical ethics, and/or research ethics.

ENVR 6200 - Environmental Health Sciences

3 credit hours
This course introduces 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.

- Elective #1 (elective options below)

Year 2

PUBH 7600 - Community-Based Programs - Development

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.

PUBH 6550 - Dental Healthcare Policy and Management

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.

PUBH 7650 - Community-Based Programs - Implementation & Evaluation

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.

PUBH 5300 - Public Health Administration

3 credit hours
This course focuses on public health administration, including human resources, budgeting and organizational dynamics. Students learn to recognize internal bias and how it affects communication and negotiation. Leadership principles such as creating a vision, empowering others, fostering collaboration, and decision making are explored.

PUBH 5500 - Financing Dental Care

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.

- Elective #2 (elective options below)

PUBH 7800 - Public Health Practicum

6 credit hours
This course has two components. The first requires the student to develop and execute an applied practice experience with a public health organization under the guidance of a site preceptor and a member of the MPH Program faculty. The student must create and submit a minimum of two deliverables that demonstrate attainment of at least five public health competencies from a provided list. The second component is a culminating academic experience that requires the student to produce a high-quality, substantive written document that demonstrates synthesis of at least three public health competencies.

Electives

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours
For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

PUBH 5420 - Cannabis through a Public Health Lens

3 credit hours
This course will examine the history, research, policy, legalization, economic issues, current evidence-based health effects and social consequences of cannabis use through a public health lens.

PUBH 5600 - Informatics & Social Media in Public Health

3 credit hours
Informatics, social media, social informatics, and technology advance the ways in which we gather, organize, analyze and apply data to public health challenges. In this course, students will examine multiple forms of these modalities, discuss data standards, privacy concerns, database management, data sharing, and policy surrounding data. Students will also become familiar with some of the common databases used by public health practitioners, and ways that social media and social informatics can be used to address social determinants of health.

PUBH 5700 - Grant Writing for Public Health Professionals

3 credit hours
This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

PUBH 5750 - Mobilizing Movements: Public Health Advocacy and Leadership

3 credit hours
Advocacy in public health is about working for policy change, improving existing policies, implementing new laws or practices that improve health outcomes. Public health leaders protect and promote healthy communities through many means and advocacy is one key element in this process.

This course is designed to equip students with the knowledge and basic skills to become effective advocates and leaders in the field of public health. Through a combination of core concepts and practical applications, students will explore the principles of public health advocacy, leadership strategies, and the role of policy in shaping health outcomes. Students will explore how local, state government function; and how to apply advocacy and leadership skills at the local and state level. This course will review the legislative policymaking process and the role of lobbying, and how to effectively communicate and work with partnerships and coalitions. In addition, Interpretation and use of evidence are essential for leaders and advocates and students will develop skills to understand, interpret and apply evidence. This course will also discuss how funding is a vital part of public health programs. Additionally, the course offers practical experience in public health advocacy.

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19

3 credit hours
Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

SHMG 6000 - Global Health Issues

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.

Other Courses

PUBH 6999 - Directed Study

3 credit hours
Directed studies may be required as assigned by the program chair.

Kinesiology, MS

Master of Science in Kinesiology

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 concentrations based on his or her unique interests and aptitudes: Sports Conditioning, Exercise and Sport Psychology, Corrective Exercise & Orthopedic Rehabilitation, or Sport Science. A generalist concentration option is available for students transitioning from the previous dual concentration option.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Athletic Trainers 29-9091.00; Education Administrators, Postsecondary 11-9033.00; Recreation and Fitness Studies Teachers, Postsecondary 25-1193.00; Exercise Trainers and Group Fitness Instructors 39-9031.00; Exercise Physiologists 29-1128.00.

Length of Program

The Master of Science in Kinesiology program consists of 30 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Students enrolled in 2024-25 & prior:
Tuition: $665 per credit hour
Student Technology Fee: $44 per credit hour

Students enrolled in 2025-26 & beyond:
Tuition: $784 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

Year 1

KINE 5000 - Evidence-Based Practice and Research Methods
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.

KINE 5001 - Motor Control
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.

KINE 5002 - Exercise Science
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.

KINE 5003 - Functional Anatomy
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.

KINE 5004 - Functional Biomechanics

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.

- Specialized Concentration Course #1, #2, & #3

Year 2

KINE 5101 - Advanced Exercise Prescription
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.

- Specialized Concentration Course #4

Specialized Concentrations and Courses

Corrective Exercise & Orthopedic Rehabilitation Concentration

KINE 6300 - Human Movement Dysfunction
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.

KINE 6301 - Functional Assessment of Movement Patterns
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.

KINE 6302 - Post Rehabilitation Exercise
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.

KINE 6303 - Corrective Exercise Programming
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.

Exercise and Sport Psychology Concentration

KINE 6100 - Psychology, Physical Activity, and Health
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.

KINE 6101 - Applied Sport Psychology
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.

KINE 6102 - Exercise and Mental Health
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.

KINE 6103 - Principles of Adherence and Motivation
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.

Sports Conditioning Concentration

KINE 6000 - Measurement of Sports Fitness
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.

KINE 6001 - Speed, Agility, and Quickness
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.

KINE 6002 - Muscular Fitness Development
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.

KINE 6003 - The Science and Practice of Metabolic Conditioning
3 credit hours
This course will cover the physiology of energy production as it relates to performance in various sporting events as well as methods for improving fitness and preparing for the metabolic demands of competition. Causes of fatigue will be addressed along with practical methods for assessing sport-specific metabolic fitness. The course examines various methodologies, training philosophies, and current topics in metabolic training.

Sport Science Concentration

KINE 6500 - Sport Science Roles and Tasks
3 credit hours
The range of roles and responsibilities associated with sport science jobs is vast and varied. This course will introduce students to the general tasks currently being undertaken in the field and develop an understanding of how these roles can expand to increase impact.

KINE 6501 - Technology and Tools
3 credit hours
This course will investigate the role of technology in sport science as well as the development of innovative tools in the evolving sports landscape.

KINE 6502 - Statistics in Sport Science
3 credit hours
The use of applied statistics within sports performance efforts is common. This course will discuss statistical methods selection, parametric and non-parametric analysis, hypothesis testing, and data mining in sport applications.

KINE 6503 - Applied Data Management, Presentation, and Informed Decisions
3 credit hours
Athlete management systems, computer applications, statistical software, artificial intelligence, and coding can be helpful in ensuring maximal impact on athlete development, performance, and health. This course will provide opportunities for students to experience different methods while working with actual sport data sets.

Generalist Concentration
Students transitioning from the previously offered dual concentration option may select the Generalist Concentration option for courses completed from multiple concentrations.

- Select any 3 courses from the MSK concentration areas.

Other Courses

KINE 6999 - Directed Study
3 credit hours
Directed studies may be required as assigned by the program chair.

Community Health Center Leaders, Graduate Certificate

This four-course certificate in Health Administration for Community Health Center Leaders is designed to strengthen the skills of health services professionals who aspire to lead in underserved communities and community health centers. Management, finance, human resources, and quality improvement are among the topics to be covered. The curriculum incorporates opportunities for applied learning through case studies analyzing real-world challenges faced by community health centers (CHCs), projects focused on enhancing healthcare delivery to underserved populations, and structured reflections and discussions with classmates on interprofessional healthcare. Courses completed toward the certificate may be applied toward the relevant degree at ATSU-CGHS.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $806 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

Leadership Course

DHAD 7000 - Leadership and Practice

3 credit hours

Students examine theoretical and contemporary perspectives on leadership in healthcare practice. Learners connect leadership frameworks to personal leadership competency development and apply them to professional roles and organizational contexts. Students also consider the features and benefits of involvement with professional healthcare organizations, such as the American College of Healthcare Executives (ACHE), as part of ongoing leadership growth. This course includes a field-work assignment that can be completed in-person or virtually.

Finance Course

MHAD 6550 - Healthcare Financial Management

3 credit hours

Students examine essential concepts in healthcare financial management and apply financial, economic, and managerial accounting principles to decision-making in both non-profit and for-profit healthcare organizations. Learners analyze financial statements, value-based purchasing models, and revenue cycle processes, and evaluate financial planning, cash budgeting, working capital management, capital budgeting, long-term financing, and organizational financial performance. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

OR

DHAD 8200 - Healthcare Economics and Financial Management

3 credit hours

Students apply key financial and economic principles to examine executive-level decisions related to capitalization, credit ratings, debt capacity, alternative funding sources, business plan development, and overall organizational finance strategy. Students analyze these concepts from both non-profit and for-profit healthcare perspectives to evaluate the financial sustainability and strategic positioning of healthcare organizations.

Other Courses

Select two courses from this list to complete the graduate certificate.

MHAD 6050 - Managing Human Resources

3 credit hours

Students examine workforce planning, recruitment, hiring, supervision, motivation, training, and performance evaluation for staff in healthcare organizations. Learners develop strategies to lead and manage both individual employees and interprofessional teams. Students also apply approaches for addressing difficult or under-performing employees. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

MHAD 6350 - Data Analytics & Decision Making

3 credit hours

Students analyze, categorize, and manage internal and external data used in healthcare organizations. Working with datasets, learners evaluate diagnostic, procedural, pharmacy, and administrative information with an emphasis on administrative data analytics. Students apply value-based purchasing analytics, risk adjustment methods, and data-driven strategies that support effective revenue cycle management. Learners also assess interdepartmental dependencies and examine how interdisciplinary collaboration influences organizational performance and decision-making.

MHAD 6850 - Project Management for Healthcare Administrators

3 credit hours

Students examine project management principles essential for leading healthcare initiatives aligned with organizational

strategy. Learners apply tools and techniques across key project management domains - including scope, schedule, cost, quality, resources, communication, risk, procurement, and stakeholder engagement - to plan and manage healthcare projects effectively. Emphasis is placed on developing practical competencies needed to deliver projects on time, within budget, and to organizational expectations.

DHAD 7500 - Population Health

3 credit hours

Students investigate healthy people and healthy populations by examining historical perspectives and emerging trends in health issues affecting society and vulnerable groups. Students explore public health risks and how they relate to epidemiology, globalization, changing demographics, and other factors influencing population health and welfare. Students also examine the role of the healthcare administrator in promoting population health and well-being, including identifying potential data resources to optimize services.

DHAD 7600 - Quality Improvement/Performance Excellence

3 credit hours

Students apply concepts and principles of continuous improvement and patient safety to organizational and operational challenges in healthcare. Students use evidence-based management approaches through case studies and group activities to support patient-centered, quality-driven practices. Students evaluate how improvement strategies contribute to patient outcomes and organizational effectiveness.

DHAD 7800 - Health Policy, Law and Regulation

3 credit hours

Students examine significant legislation affecting the healthcare industry, including contemporary issues in health reform, advocacy, and policy development. Learners analyze key legal issues and ethical questions facing healthcare administrators and apply the health policy analysis process to evaluate policy options and implications for organizations and populations.

DHAD 8400 - Healthcare Organization Informatics

3 credit hours

Students evaluate the competencies and organizational capabilities required to strategically assess, select, and implement enterprise-wide informatics solutions. Students analyze how the rapidly evolving informatics field drives organizational change and adaptation. Students also examine and apply decision support systems that integrate financial, human resources, continuous quality improvement, strategic planning, and resource utilization data to inform executive decision-making.

DHAD 8600 - Health Organization Governance

3 credit hours

Students examine processes for identifying, recruiting, and engaging governing boards in healthcare organizations. Students apply management and communication strategies that support board accountability, alignment, and effective decision-making. Learners analyze board development, composition, fiduciary responsibilities, leadership roles, and the governance structures that guide organizational performance.

DHAD 8800 - Strategic Change Management for Healthcare Organizations

3 credit hours

Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

PUBH 5700 - Grant Writing for Public Health Professionals

3 credit hours

This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

PUBH 5750 - Mobilizing Movements: Public Health Advocacy and Leadership

3 credit hours

Advocacy in public health is about working for policy change, improving existing policies, implementing new laws or practices that improve health outcomes. Public health leaders protect and promote healthy communities through many means and advocacy is one key element in this process.

This course is designed to equip students with the knowledge and basic skills to become effective advocates and leaders in the field of public health. Through a combination of core concepts and practical applications, students will explore the principles of public health advocacy, leadership strategies, and the role of policy in shaping health outcomes. Students will explore how local, state government function; and how to apply advocacy and leadership skills at the local and state level. This course will review the legislative policymaking process and the role of lobbying, and how to effectively communicate and work with partnerships and coalitions. In addition, Interpretation and use of evidence are essential for leaders and advocates and students will develop skills to

understand, interpret and apply evidence. This course will also discuss how funding is a vital part of public health programs. Additionally, the course offers practical experience in public health advocacy.

PUBH 6600 - Public Health Policy

3 credit hours

This is a survey course that provides introductory content dealing with how public health and other health organizations relate to policy and politics. It covers the historical context behind current policies and the role of the public health professional in advocacy, policy development, and implementation. Current policies and their impact on the health of communities and populations will also be discussed.

PUBH 7500 - Development of Community-Based Programs

3 credit hours

This course integrates the principles and practices of community-based health assessment and program planning, including concepts such as identifying community health needs, engaging stakeholders, identifying data and funding sources, evidence-based interventions, and program evaluations.

CGHS 5450 - Developing the Mind & Spirit of Health Professionals

3 credit hours

This course provides an in-depth examination of sociocultural factors contributing to health disparities. Students will explore cultural, behavioral, and historical constructs influencing health outcomes and professional interactions. Biases—both implicit and explicit—are analyzed through interprofessional, interpersonal, and introspective lenses to identify and mitigate their impact on care delivery. Emphasis is also placed on promoting mental well-being among health professionals and developing effective study and self-management skills to support success in graduate-level scholarship and professional practice.

Corrective Exercise & Orthopedic Rehabilitation, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $784 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

KINE 6300 - Human Movement Dysfunction
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.

KINE 6301 - Functional Assessment of Movement Patterns
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.

KINE 6302 - Post Rehabilitation Exercise
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.

KINE 6303 - Corrective Exercise Programming
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.

Exercise and Sport Psychology, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $784 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

KINE 6100 - Psychology, Physical Activity, and Health

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.

KINE 6101 - Applied Sport Psychology

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.

KINE 6102 - Exercise and Mental Health

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.

KINE 6103 - Principles of Adherence and Motivation

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.

Fundamentals of Education, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $694 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

EDUC 8900 - Educational Program Evaluation
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.

DHSC 8420 - Contemporary Teaching & Learning Concepts
3 credit hours
This course provides an overview of prominent teaching and learning models in higher education. Recently, much research in academia has focused on determining which models best educate students in the most cost-effective and efficient ways possible. Some of the models to be examined include: learner-centered teaching, student-centered learning, and inter-professional learning. Students will explore the research and practical application of these models for managing and delivering course content, promoting knowledge transfer, and determining best practices for effective learning.

DHSC 8430 - Curriculum & Course Design
3 credit hours
This course introduces students to end-to-end curriculum and course design. Emphasis is placed on instructional design concepts at curricular and course levels. Students explore curriculum planning and accreditation requirements, while also developing course competencies, learning objectives, assessments and rubrics. Additional topics include course and program evaluation and continuous improvement.

- Elective - selected from the other HSc concentration areas

Global Health, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $694 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response
3 credit hours
For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

DHSC 8110 - Global Health Issues
3 credit hours
This course introduces 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.

DHSC 8120 - Globalization & World Politics
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.

- Elective – selected from the other DHSc concentration areas

Health Professions, Graduate Certificate

The Certificate program prepares individuals to function as skilled health professions educators. Individuals with the Certificate credential are effective educators with foundational knowledge and skills in three of the five domains of health professions education – teaching and learning, curriculum development, and assessment. Basic competence in these areas form the basis for preparing students to function as health professions educators in academic, clinical, and community-based health professions education environments.

Program Mission Statement

The mission of the Certificate in Health Professions Education program is to prepare health professions educators by developing their foundational knowledge and skills in teaching and learning, curriculum development, and assessment so that they may contribute to improving overall population health and furthering the osteopathic traditions of whole person healthcare through quality health professions education.

Learning Outcomes

- Apply traditional and emerging teaching theories to the development of innovative, problem-based, transformative health professions curricula based on student learning needs.
- Apply common and emerging instructional design models to the development of health professions education courses and programs.
- Apply best practices for problem-based and authentic student assessments.
- Integrate current technologies as teaching strategies into health professions curricula.

Length of Program

The Certificate in Health Professions program is comprised of 12 credit hours.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $888 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

EDUC 8100 - Innovative Teaching Strategies in the Health Professions

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.

CGHS 8500 - Instructional Design and Program Planning

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.

EDUC 8700 - Student Assessment

3 credit hours

Students will learn how to create authentic assessments within a health professions 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.

EDUC 5300 - Teaching with Simulation

3 credit hours

Students will examine the use of simulation as an instructional and assessment tool in health professions education. Students will explore the learning effectiveness of simulation, evaluate simulation methodologies, and conduct critical reviews of research related to simulation-based education and assessment. Students will develop a simulation teaching and/or assessment project.

Interprofessional Education, Graduate Certificate

This four-course (12 credit hours) Interprofessional Education (IPE) certificate equips students with the knowledge and skills to design, implement, and evaluate collaborative learning experiences that bridge health and social care professions. Students explore foundational IPE theories and competencies, develop innovative IPE programs tailored to real-world challenges, and master strategies for integrating and assessing IPE in diverse educational settings. This concentration prepares graduates to lead, teach, and advocate for interprofessional learning, fostering teamwork and enhancing outcomes in health professions education.

Relevant courses can be used as part of the Doctor of Education (EdD) or the Master of Education (MEd) degree program required course work if you wish to proceed at a later date.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $888 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

EDUC 8100 - Innovative Teaching Strategies in the Health Professions

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.

EDUC 7200 - Foundations of Interprofessional Education

3 credit hours

This course provides an overview of interprofessional education (IPE), focusing on its foundations, current state, and future directions. Students will explore the role of IPE in improving health and social care through collaborative learning experiences. Topics include key concepts in IPE, essential competencies, and strategies for creating IPE learning experiences across various health professions.

EDUC 7400 - Design of Interprofessional Education

3 credit hours

This course equips students with the expertise to design interprofessional education (IPE) programs tailored for health and social care settings. Emphasizing evidence-based practices, it explores advanced teaching and learning theories and frameworks, innovative delivery methods, and workplace integration strategies. Students will gain the skills to create transformative, outcome-driven IPE initiatives that align with organizational goals and interprofessional competencies, addressing the complex demands of modern health and social care environments.

EDUC 7600 - Implementation and Evaluation of Interprofessional Education

3 credit hours

This course prepares students to implement and evaluate interprofessional education (IPE) programs effectively across diverse organizational contexts. Focusing on leadership and advocacy, students will explore evidence-based frameworks for program implementation, robust strategies for outcome measurement, and approaches to embedding IPE initiatives within existing systems. By the end of the course, students will be equipped to lead, sustain, and scale IPE programs that address evolving challenges in health and social care education.

Leadership and Organizational Behavior, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $694 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

DHAD 8200 - Healthcare Economics and Financial Management
3 credit hours
Students apply key financial and economic principles to examine executive-level decisions related to capitalization, credit ratings, debt capacity, alternative funding sources, business plan development, and overall organizational finance strategy. Students analyze these concepts from both non-profit and for-profit healthcare perspectives to evaluate the financial sustainability and strategic positioning of healthcare organizations.

DHAD 8800 - Strategic Change Management for Healthcare Organizations
3 credit hours
Students investigate and integrate change management practices that strategically position healthcare organizations for the future. Learners assess an organization's current strategic position and apply relevant theoretical models and change management approaches to support sustainable organizational adaptability. The course includes a fieldwork assignment that students complete in person or virtually within a healthcare setting.

DHSC 8230 - Organizational Behavior
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.

- Elective - selected from the other HSc concentration areas

Nursing Education, Graduate Certificate

This certificate program, consisting of 12 credits, aims to equip master's prepared nurses with the necessary skills to teach in various educational and healthcare settings, such as nursing schools, nursing professional development departments, and client education programs. Completing the post-master's Nursing Education Certificate provides training for novice faculty and provides the opportunity for experienced educators to enhance their prior knowledge.

The courses are designed to provide training regarding educational principles for nurses who wish to enrich and enhance their knowledge as a nurse educator. The curriculum is designed to augment nurses' current expertise, providing quality education for nursing students. The post-master's Nursing Education Certificate provides an additional qualification for entry into nursing education. This certificate prepares nurses with knowledge in curriculum and instruction they need to be competitive as educators in their healthcare care field and academic settings.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $924 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

EDUC 8100 - Innovative Teaching Strategies in the Health Professions
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.

CGHS 8500 - Instructional Design and Program Planning
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.

EDUC 8700 - Student Assessment
3 credit hours
Students will learn how to create authentic assessments within a health professions 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.

DNPP 9920 - Nurse Educator Professional Roles and Responsibilities
3 credit hours
Students will learn about transitioning from the role of experienced clinician to novice nurse educator and experienced educators will augment their existing knowledge. Emphasis is placed on the alignment of course content and outcomes with the National League for Nursing's (NLN) certified nurse educator (CNE) competencies.

Public Health, Graduate Certificate

The Graduate Certificate of Public Health is designed for current ATSU students only.

Students pursuing the Doctor of Dental Medicine (DMD) degree at the Arizona School of Dentistry & Oral Health or the Missouri School of Dentistry & Oral Health are required to complete a Public Health Certificate as part of their degree program.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

ASDOH DMD Program Courses

Arizona School of Dentistry & Oral Health DMD students will take the following courses:

PUBH 5050 - Introduction to Dental Public Health
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.

HLTH 6500 - Behavioral Sciences and Health Education Concepts
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.

EPID 6100 - Epidemiology
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, contract tracing, and application of findings for outbreak management and the development of public health policy.

PUBH 6550 - Dental Healthcare Policy and Management
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.

PUBH 5500 - Financing Dental Care
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.

MOSDOH DMD Program Courses

Missouri School of Dentistry & Oral Health DMD students will take the following courses:

EPID 6100 - Epidemiology
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, contract tracing, and application of findings for outbreak management and the development of public health policy.

HLTH 6500 - Behavioral Sciences and Health Education Concepts
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.

PUBH 5050 - Introduction to Dental Public Health
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.

PUBH 5500 - Financing Dental Care
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.

PUBH 6550 - Dental Healthcare Policy and Management

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.

ASHS OT Program Courses

PUBH 5000 - Introduction to Public Health Concepts

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.

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19

3 credit hours

Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

PUBH 6100 - Identifying Community Health Needs

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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response

3 credit hours

For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

Public Health Advocacy & Leadership, Graduate Certificate

The Public Health Advocacy and Leadership certificate is designed to equip individuals with the skills and knowledge needed to drive positive health outcomes in communities. Through this program, participants will learn how to effectively advocate for health policy changes, evaluate and write grants, lead public health initiatives, and engage with diverse stakeholders. The certificate emphasizes strategic communication, evidence-based decision-making, and leadership in addressing social determinants of health. Graduates will be empowered to create lasting impact, influence policy, and champion health equity in their communities and organizations. This certificate is comprised of four courses (12 semester credit hours) offered through a distance-learning format.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

PUBH 5750 - Mobilizing Movements: Public Health Advocacy and Leadership
3 credit hours
Advocacy in public health is about working for policy change, improving existing policies, implementing new laws or practices that improve health outcomes. Public health leaders protect and promote healthy communities through many means and advocacy is one key element in this process.

This course is designed to equip students with the knowledge and basic skills to become effective advocates and leaders in the field of public health. Through a combination of core concepts and practical applications, students will explore the principles of public health advocacy, leadership strategies, and the role of policy in shaping health outcomes. Students will explore how local, state government function; and how to apply advocacy and leadership skills at the local and state level. This course will review the legislative policymaking process and the role of lobbying, and how to effectively communicate and work with partnerships and coalitions. In addition, Interpretation and use of evidence are essential for leaders and advocates and students will develop skills to understand, interpret and apply evidence. This course will also discuss how funding is a vital part of public health programs. Additionally, the course offers practical experience in public health advocacy.

PUBH 5700 - Grant Writing for Public Health Professionals
3 credit hours
This course is an overview of the importance and process of grant writing for public health professionals. Students are exposed to different types of funding organizations/programs and types of grant proposals. Students will build and apply basic grant writing skills through the exploration of potential funding sources for programs/projects, identification of the basic elements of grant proposals, developing and drafting a grant proposal, and critiquing their drafts and those of their peers.

PUBH 6600 - Public Health Policy
3 credit hours
This is a survey course that provides introductory content dealing with how public health and other health organizations relate to policy and politics. It covers the historical context behind current policies and the role of the public health professional in advocacy, policy development, and implementation. Current policies and their impact on the health of communities and populations will also be discussed.

PUBH 7550 - Community Health Assessment and Program Development
3 credit hours
This course integrates the principles and practices of community-based health assessment and program planning, including concepts such as identifying community health needs, engaging stakeholders, identifying data and funding sources, evidence-based interventions, and program evaluations.

Public Health Emergency Preparedness and Disaster Response, Graduate Certificate

This four-course public health certificate program will prepare students to play a role in public health emergency response. It will provide students with an understanding of emergency management systems, introduce them to various forms of disasters and public health threats, as well as to various response skills essential to public health. Students who successfully complete this certificate will also earn three FEMA certificates and a certificate in contact tracing.

This certificate program can be completed in as little as six months (two courses per block), or 12 months (one course per block). The certificate is an online program offered through the Public Health department at A.T. Still University's College of Graduate Health Studies (ATSU-CGHS).

The first cohort of students in the Certificate in Public Health, Emergency Preparedness, and Disaster Response program matriculated in January 2021.

These courses can be used as part of the **Master of Public Health (MPH)** or the **Master of Public Health - Dental Emphasis (MPH-DE)** degree program required course work if you wish to proceed with obtaining the MPH or the MPH-DE at a later date.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.
Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

Courses

PUBH 5000 - Introduction to Public Health Concepts
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.

EPID 6100 - Epidemiology
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, contract tracing, and application of findings for outbreak management and the development of public health policy.

SHMG 6000 - Global Health Issues
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.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response
3 credit hours
For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

Public Health Workforce Preparedness, Graduate Certificate

This four-course public health certificate program will prepare students to work in state and local health departments, Community health centers, rural community programs, and non-profit organizations. It will provide students with a basic understanding of public health, epidemiology, public health disparities and health inequities, as well as emergency preparedness and/or how to assess a community's health needs. This certificate is for people currently working in public health as well as for those individuals interested in working in a public health setting.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $838 per credit hour
Student Technology Fee: $44 per credit hour

Associated Credit Exception

For the purposes of the Missouri public health workforce preparedness grant, current and former Public Health students and alumni will be allowed to associate up to 50% of the certificate courses listed below, so long as the courses have not expired and they meet the requirements of the certificate. This will also include ATSU-MOSDOH dental students who have completed the Public Health dental certificate. This exception is limited to individuals who meet all certificate and grant requirements.

This project is supported by the Centers for Disease Control (CDC) and Prevention of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling $35,569,951 with 100 percent funded by CDC/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CDC/HHS, or the U.S. Government. ATSU-CGHS received a portion of this funding from the Department of Health and Senior Services, Office of Rural Health and Primary Care to expand efforts to address health disparities caused by COVID-19.

Courses

Required Courses

PUBH 5000 - Introduction to Public Health Concepts
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.

EPID 6100 - Epidemiology
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, contract tracing, and application of findings for outbreak management and the development of public health policy.

PUBH 6800 - Public Health Disparities, Health Equity and Covid-19
3 credit hours
Using the events surrounding the Covid-19 pandemic, students will explore the core principles of health disparities and determinants of health. Throughout this course, students will examine potential strategies to understand better health disparities and health equity. Students will research complex relationships among race, socioeconomic status, psychosocial and cultural factors and analyze how these relationships influence health outcomes in diverse communities.

Other Courses

Select one course from this list to complete the graduate certificate.

PUBH 5100 - Public Health Emergency Preparedness and Disaster Response
3 credit hours
For years public health has played a critical role in responding to emergencies and disasters of all kinds. This course examines the roles and responsibilities of public health during a disaster and emergency. You will examine the various types of disasters and emergencies, including bioterrorism, infections disease outbreaks, and natural disasters, and learn how a response is planned, initiated and coordinated. This course will also introduce you to emergency preparedness planning and common concepts, principles, terminology, and organizational processes used including the National Response Framework (NRF), Incident Command System (ICS) and the National Incident Management System (NIMS).

or

PUBH 7550 - Community Health Assessment and Program Development
3 credit hours
This course integrates the principles and practices of community-based health assessment and program planning, including concepts such as identifying community health needs, engaging stakeholders, identifying data and funding

sources, evidence-based interventions, and program evaluations.

Sport Science, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $784 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Course Descriptions and Credit Values

KINE 6500 - Sport Science Roles and Tasks
3 credit hours
The range of roles and responsibilities associated with sport science jobs is vast and varied. This course will introduce students to the general tasks currently being undertaken in the field and develop an understanding of how these roles can expand to increase impact.

KINE 6501 - Technology and Tools
3 credit hours
This course will investigate the role of technology in sport science as well as the development of innovative tools in the evolving sports landscape.

KINE 6502 - Statistics in Sport Science
3 credit hours
The use of applied statistics within sports performance efforts is common. This course will discuss statistical methods selection, parametric and non-parametric analysis, hypothesis testing, and data mining in sport applications.

KINE 6503 - Applied Data Management, Presentation, and Informed Decisions
3 credit hours
Athlete management systems, computer applications, statistical software, artificial intelligence, and coding can be helpful in ensuring maximal impact on athlete development, performance, and health. This course will provide opportunities for students to experience different methods while working with actual sport data sets.

Sports Conditioning, Graduate Certificate

The Doctor of Health Sciences and Kinesiology programs offer post-graduate certificates in Global Health, Leadership and Organizational Behavior, Fundamentals of Education, Adaptive Sports, Corrective Exercise and Orthopedic Rehabilitation, Exercise and Sports Psychology, Functional Fitness for Older Adults, Sports Conditioning, and Sport Science. 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.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $784 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

KINE 6000 - Measurement of Sports Fitness
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.

KINE 6001 - Speed, Agility, and Quickness
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.

KINE 6002 - Muscular Fitness Development
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.

KINE 6003 - The Science and Practice of Metabolic Conditioning
3 credit hours
This course will cover the physiology of energy production as it relates to performance in various sporting events as well as methods for improving fitness and preparing for the metabolic demands of competition. Causes of fatigue will be addressed along with practical methods for assessing sport-specific metabolic fitness. The course examines various methodologies, training philosophies, and current topics in metabolic training.

Teaching with Simulation, Graduate Certificate

This four-course (12 credit hours)Teaching with Simulation certificate equips students with the expertise to design, deliver, and manage impactful simulation-based learning experiences within health professions education. Through a series of targeted courses, students explore the foundations of medical simulation, develop skills in scenario design and debriefing techniques, and learn practical strategies for managing simulation infrastructure and program evaluation. This certificate prepares graduates to lead simulation initiatives, improve patient safety outcomes, and advance the role of simulation in health education and training.

Relevant courses can be used as part of the **Doctor of Education (EdD)** or the **Master of Education (MEd)** degree program required course work if you wish to proceed at a later date.

Tuition and Fees

Tuition and fees are billed by the semester at the per-credit-hour rate and are due the first week of class. Rates are subject to change each academic year for all enrolled students. Delinquent tuition penalties accrue at 1.5 percent per month, which is 18 percent per year.

Tuition: $888 per credit hour
Student Technology Fee: $44 per credit hour

Courses

Descriptions and Credit Values

EDUC 8100 - Innovative Teaching Strategies in the Health Professions

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.

EDUC 8200 - Introductions to Simulation for the Health Professions

3 credit hours

This course offers an in-depth overview of medical simulation, covering its evolution, terminology, types, and benefits within health professions education. Students will examine standards of practice, ethical considerations, and impacts on patient safety, while critically evaluating various simulation methods and modalities. As a result, students will be able to recommend various forms of simulation-based education to match programmatic goals and learner needs.

EDUC 8400 - Foundations of Simulation in the Health Professions

3 credit hours

Focused on the essential elements of simulation-based curricula, this course explores the role of simulation in interprofessional education and various health care environments. Students will delve into educational theories applicable to simulation, practice designing case scenarios, and learn strategies for planning, facilitating, and debriefing simulation activities. Emphasis is placed on creating effective learning experiences that promote reflection and skill development. By the end of the course, students will be equipped to assess and contribute to simulation-based training initiatives across diverse healthcare settings.

EDUC 8600 - Application of Simulation in the Health Professions

3 credit hours

This course centers on the practical aspects of running a simulation program, including infrastructure, management, budgets, and funding sources. Students will examine the various roles of simulation specialists, strategies for faculty/staff development, and the importance of quality research in the field. Emerging trends such as AI-based applications in healthcare simulation will be discussed. A final project will allow students to apply these concepts, emphasizing research and quality initiatives to advance simulation practices in healthcare education.

KCOM

ATSU | Kirksville College of Osteopathic Medicine

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 ATSU-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

Contact ATSU-KCOM

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Program Accreditation and Complaints

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA), 142 E. Ontario Street, Chicago, IL 60611-2864, Phone: 312.202.8124.

ATSU-KCOM promotes conflict resolution using a chain of communication hierarchy. If a student has followed the chain of communication to attempt to resolve concerns without success, a complaint related to accreditation standards and procedures may be submitted to the ATSU-KCOM Dean. Upon receipt of a written complaint, the Dean or designee will review and evaluate all relevant information and documentation relating to the complaint and determine the appropriate pathway for adjudication. All student complaints will be forwarded to and logged by the Assistant Dean, Academic Affairs and made available to the COCA visit committee at the next regularly scheduled COCA site visit. The Assistant Dean, Academic Affairs maintains the student's confidentiality throughout the conflict resolution process by keeping a separate file from the student's academic record, which is only accessible by the Assistant Dean. Log entries include supporting documentation, actions, resolutions, and other pertinent information. If the issue is not resolved by the ATSU-KCOM Dean, the student may report the issue to the President of Missouri Campus. The student can seek guidance from the Assistant Dean, Academic Affairs, or Vice Chancellor Student Affairs, as needed.

Anonymous Complaints

A student may file an anonymous complaint at any time via either of the following options:

- Students may at any time call the ATSU Fraud Hotline at 1.855.FRAUD.HL, or visit www.fraudhl.com/submit-a-report, company ID "ATSU". Students may file complaints with the College or University without retaliation.
- If the student has a complaint that the school is not following the COM Continuing Accreditation Standards, the student can make a complaint to the COCA in writing following the information found on the www.aoacoca.org website. All complaints must be signed by the complainant. Per the COCA, complaints will not be processed if submitted anonymously. The complainant must use the proper COCA complaint form to provide a narrative of allegations in relationship to the accreditation standard(s) or procedures and include any documentation that could support the allegation. Complaints made directly to the COCA will be kept

anonymous to the Kirksville College of Osteopathic Medicine.

ATSU-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. ATSU-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.

ATSU-KCOM School Policies

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

International Student Admission

All ATSU-KCOM applicants must be U.S. citizens or permanent residents.

Grading

ATSU-KCOM programs adhere to the **University grading scale**. See 'Grading' under the ATSU Policies section for more information. The grading of courses is outlined in the syllabi. Grading of clinical courses are outlined in the Student Assessment Plan Summaries, by class.

Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the DO and MS in Biomedical Sciences programs individually. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals, will be found within the ATSU Policies section, **Academic Appeals Policy**.

Auditing a Course

The ATSU-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 designee.

Students approved to audit a course are:

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

Questions concerning the audit policy should be directed to the Associate Dean, Medical Education.

Responsibilities & Conduct

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

Immunizations, Certifications, & Screenings for DO and Biomedical Sciences Programs

Immunizations

ATSU-KCOM requires all entering students (medical students and biomedical science students) and fellows to provide

proof of their immunizations 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. Therefore, compliance is required on a continuous basis. Non-compliance at any time during a student's enrollment may result in removal from clinical rotations, suspension, and/or dismissal. Documents related to immunizations and screenings will be maintained and monitored by the ATSU-KCOM Clinical Affairs Immunization Coordinator. All testing is at the expense of the student.

To request the immunization exemption paperwork, please email the immunization coordinator (kcomimmunizations@atsu.edu) This paperwork must then be submitted to kcomimmunizations@atsu.edu for formal review.

Required immunizations are updated annually and, therefore, subject to change.

Academic Year 2025-26 Immunization Requirements

- Diphtheria, Tetanus, Pertussis (DTP) series; if documentation cannot be provided, a Tdap will suffice
- Hepatitis B series; if documentation cannot be provided, a positive titer will suffice
- Positive Hepatitis B Surface Antibody Titer - a positive surface antibody titer must be provided, regardless of prior vaccination. (Negative result follow-up requirement listed below)
- Measles, Mumps, Rubella (MMR) series; if documentation cannot be produced, a positive titer will suffice (Negative titer results follow-up requirement listed below)
- Meningococcal (MenAWCY)
- Polio series
- Tdap; Must be dated within 10 years
- Varicella series; if documentation cannot be produced, a positive titer will suffice (Negative titer results follow-up requirement listed below)

COVID-19 Vaccinations

- COVID-19 vaccinations and boosters are strongly recommended for all students.
- Please note that many of ATSU-KCOM's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

Negative Hepatitis B Surface Antibody Titer Follow-Up Options

- Repeat the 3-vaccination series & repeat Surface Antibody Titer 1-2 months after (recommended)
- Receive 1 vaccination for booster & repeat Surface Antibody Titer 1-2 months after (if the titer is still negative, proceed with completion of the series and additional titer).

Negative Measles, Mumps, Rubella (MMR) Titer Follow-Up requirement

- 1 MMR Booster Vaccination

Negative Varicella Titer Follow-Up Requirement

- 2 Varicella Vaccination (4-8 weeks apart)

Non-Responder Hepatitis B

- If you have completed the full 3 vaccination repeat series, and your repeat Hepatitis B Surface Antibody Titer is still non-immune, you are required to complete a Hepatitis B Surface Antigen Titer to test for active/chronic Hepatitis B.

Required immunizations while an active student at KCOM

- Tdap/Td Booster
- Yearly Influenza

Recommended immunizations

- Hepatitis A series
- Meningococcal-B series

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 the clinical training portion of their curriculum.

Screenings

Required proof of the following screenings while an active student at ATSU-KCOM:

- Two-Step Mantoux tuberculin skin test (TST) or TB blood test (IGRA); must be dated within the matriculation year (or more recent). TB blood tests are preferred for people who have received the TB vaccine (BCG) or if they are unable to return for the follow-up appointment for the skin test. Two-step TB skin testing is performed by having the first test administered and returning 48-72 hours later to have the result read. Then, 7 to 21 days after the first test result is READ, have the second test administered and return 48-72 hours later for the result to be read. If the first TB skin test is positive, the second step is not required, and evaluation for active TB disease is essential. If either TB test result is positive (Two-Step skin testing or TB blood test), students must schedule and complete a visit with a healthcare provider capable of evaluating the student for signs and symptoms of TB disease, ordering follow-up testing, and providing adequate treatment for active or latent TB infection (LTBI). Documentation of the result (e.g., CXR) and plan of care must be provided to the college for ongoing participation in the ATSU-KCOM educational program.
- Drug screenings as required by regions prior to participation in rotations. Students will be notified of these requirements.
    - Updated screenings may be required by specific rotation sites.
    - Drug screenings may also be conducted if reasonable suspicion or fitness-for-duty concerns arise.
    - Students are required to provide body substance samples to determine the use of illicit drugs.

- The University will protect the confidentiality of all drug test results unless criminal charges are involved.
- All testing is done at the expense of the student.
- A student who tests positive may be immediately placed on suspension until further action is taken. Action will be made in accordance with University policy. The student shall not return to any clinical activities until formally approved and notified in writing. Additional requirements may be imposed.
- Failure to comply with any or all requirements may result in further disciplinary action, including dismissal.
- All drug screen results must be directly sent to the Immunization Coordinator from the clinic/lab conducting the test.

Immunization Exemptions

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the ATSU KCOM Immunization Coordinator an Immunization Exemption Risk Acknowledgment and Additional Disclosures and Requirements form.

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, Clinical Affairs (DO program), or the Graduate Program Committee (Biomedical Sciences). In addition, non-compliant students may be immediately removed from clinical experience and direct patient care until compliance is achieved. Proper adherence to the requirements necessitates good advanced planning.

For any questions or concerns regarding the immunizations, certifications, and screenings required at ATSU-KCOM, please contact the Immunization Coordinator in the Office of Clinical Affairs at 660.626.2513.

Osteopathic Medicine, DO

Doctor of Osteopathic Medicine

As the founding college of osteopathic medicine, ATSU-KCOM DO 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 ATSU-KCOM, incorporates early clinical experiences with didactic study in physical exam skills, cultural diversity, communication skills, spirituality in medicine, medical law, and ethics.

ATSU-KCOM DO 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 ATSU-KCOM's national rotation regions.

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

Length of Program

ATSU-KCOM's Doctor of Osteopathic Medicine program graduates will have earned a minimum of 208.5 credit hours. The program is a four-year program. Osteopathic medical students must complete the program within 150 percent of the standard time (six years following matriculation), excluding periods during which the student is not enrolled in the program.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Doctor of Osteopathic Medicine

Class of 2030, year 1
Tuition: $68,960
Student Technology Fee: $1,484
Medical Equipment Fee: $1,200

Class of 2029, year 2
Tuition: $68,960
Student Technology Fee: $1,484

Class of 2028, year 3
Tuition: $68,960
Student Technology Fee: $1,484

Class of 2027, year 4
Tuition: $68,960
Student Technology Fee: $1,484

Doctor of Osteopathic Medicine - Enhanced Mastery Track

Class of 2031, year 1
Tuition: $68,960
Student Technology Fee: $1,484
Medical Equipment Fee: $1,200

Class of 2030, year 2
Tuition: $51,720
Student Technology Fee: $1,484

Class of 2029, year 3
Tuition: $51,720
Student Technology Fee: $1,484

Class of 2028, year 4
Tuition: $68,960
Student Technology Fee: $1,484

Class of 2027, year 5
Tuition: $68,960
Student Technology Fee: $1,484

Admissions

ATSU-KCOM is dedicated to recruiting and selecting students who wish to pursue a doctoral degree in osteopathic medicine, with a commitment to patient-centered whole-person healthcare. Selection is based on a holistic review of several criteria including: cumulative and science grade point average, Medical College Admission Test (MCAT) scores, clinical experiences, physician exposure, commitment to osteopathic medicine, volunteerism, recommendations, and personal interviews.

Application Process

ATSU-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 7700 Old Georgetown Road, Suite 250, Bethesda, MD 20814, phone: 617.612.2889.

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.

Admission Requirements

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

1. Have achieved a minimum 2.8 cumulative GPA and a 2.8 science GPA (based on a 4.0 scale).
    - ATSU-KCOM uses the GPA calculation from AACOMAS, whereby all course grades are averaged, with no grade replacement for repeated classes.
2. Complete 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 US Department of Education institutional accreditor or equivalent.
    - Applicants seeking admission with the intention of not having a degree prior to matriculation must achieve a 3.5 cumulative GPA and a 3.5 science GPA or higher, and a composite MCAT score of at least a 504.
    - Applicants who have graduated from a foreign college or university must submit acceptable evidence of U.S. degree/course equivalency. Foreign transcripts must be evaluated by a foreign evaluation service.
3. Complete coursework, in each of the following areas with a final grade of C or above prior to matriculation. (AP credit can only be applied to three (3) credits of English. All other coursework must be taken at the college level. Dual credit is allowed.)
    - English: 6 semester hours (8 quarter hours).
    - Biology: 8 semester hours with lab (12 quarter hours).
    - Physics: 8 semester hours with lab (12 quarter hours).
    - General or Inorganic Chemistry: 8 semester hours with lab (12 quarter hours).
    - Organic Chemistry: 8 semester hours with lab (12 quarter hours).
4. Submit Medical College Admissions Test (MCAT) scores from the MCAT that have been taken within three years from the date of application.
5. Submit two letters of recommendation.
    - One letter from a pre-medical committee/health professions advisor or science faculty member, and
    - One letter from a licensed physician unrelated to the applicant (DO or MD).
6. Hold US citizenship or permanent resident status.
7. Have fluency in the oral and written use of English.

Transfer Student Admission

Requests for transfer into the DO program at ATSU-KCOM must be made to the Admissions Department. Applicants must currently be enrolled in medical school and cannot previously have been rejected by ATSU-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 ATSU-KCOM. In the case of LCME transfers, the ATSU-KCOM requirements for osteopathic manipulative medicine must be completed prior to graduation.

The following documentation must be on file before consideration 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. ATSU-KCOM will review and confirm the approval of the transfer credits via a letter for the student's file.
4. 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 U.S. Department of Education institutional accreditor. If accepted for admission, official transcripts from all colleges and universities attended will have to be provided prior to matriculation.
    1. Submitting an AACOMAS or AMCAS application may fulfill this.
5. MCAT score(s)
6. Secondary application and secondary application fee
7. 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 interview.

Following an academic report (credit evaluation) by the Associate Dean, Medical Education, the dean will determine whether the applicant will be accepted for admission, the amount of credit allowed, and the standing of the applicant.

Transfer Credit

ATSU-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

ATSU-KCOM's Still Scholars Early Acceptance Program rewards highly capable undergraduate students who are dedicated to the osteopathic philosophy with an early acceptance admittance into ATSU-KCOM. An application specific to the Still Scholars Program, along with letters of recommendation and official transcripts for all completed college coursework, must be submitted to ATSU Admissions. Selection is based on a holistic review of several criteria including: cumulative and science grade point average, clinical experiences, physician exposure, commitment to osteopathic medicine, volunteerism, recommendations, and personal interviews.

After acceptance into the Still Scholars program, students must meet the below requirements prior to matriculation into ATSU-KCOM, and agree not to apply to any other medical schools as a Still Scholars student. Students must submit an AACOMAS application, but are not required to submit a secondary application or letters of recommendation.

1. Maintain a minimum 3.4 cumulative GPA and a minimum 3.4 science GPA.
2. Maintain full-time student status throughout the duration of the Still Scholars program.
3. Earn a BA/BS Degree from an undergraduate institution accredited by a US Department of Education institutional accreditor.
4. Complete all required pre-requisite coursework with a B or higher.
5. Complete three or more upper level science courses, in addition to the required pre-requisite coursework with a B- or higher.
6. Complete 200 hours or more of clinical and/or shadowing experience with DO exposure.
7. Pass the Still Scholars Course with an 80% or higher.
8. Take the Medical College Admissions Test (MCAT) before undergraduate graduation. A minimum score is not required to gain admission to KCOM, but scores are shared with ATSU-KCOM program leadership.

Early Decision Program

The Early Decision Program is a service for highly qualified medical school applicants who have made a definite decision that ATSU-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 ATSU-KCOM until an early decision notification is made. To qualify for early decision the applicant must meet all stated admissions criteria in addition to the following:

- Meet a minimum GPA of 3.5 both cumulative and in the sciences.
- Have taken the MCAT and earned a composite score of 504 or higher.
- 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.
- File all secondary materials and letter of intent with Admissions by September 1.
- Withhold all applications to other medical schools until an early decision is made by ATSU-KCOM.
- Interviews are conducted early in the cycle.
- Applicants not accepted for early decision will be returned to the regular applicant pool for later evaluation.

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.

Selection of Applicants

The Admissions Committee seeks those individuals who identify with the goals of ATSU's mission statement and ATSU-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 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 ATSU-KCOM of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

- Signed admission agreement
- Non-refundable deposits
- Signed technical standards agreement
- Copies of official transcripts from every institution attended
- Immunization record
- Criminal background check through the University approved vendor
- 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 (ATSU-KCOM) is committed to equal access for all qualified applicants and students. Minimal Technical Standards for Matriculation to the Doctor of Osteopathic Medicine (DO) program (the "Standards") describe the minimum level of physical, cognitive, and behavioral abilities that ATSU-KCOM DO students must possess to successfully complete all aspects of the osteopathic medical curriculum. The Standards provide sufficient information to allow candidates to make an informed decision for application to

the ATSU-KCOM DO program. Accommodations to the Standards can be made for qualified applicants and DO students with temporary or permanent 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 the value each human being brings to our society and the osteopathic medical profession. ATSU-KCOM welcomes diverse applicants and matriculates qualified osteopathic medical students from varied backgrounds, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures, and sexual orientations. Every applicant and DO student of ATSU-KCOM is expected to possess those intellectual, ethical, physical, and emotional abilities required to undertake the full curriculum and ultimately be able to provide care to a diverse patient population. The Standards, outlined below, are a guide for students who may need accommodations for a permanent disability or a temporary disability, such as that which can occur from illness or injury.

In adopting these Standards, ATSU-KCOM 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 ATSU-KCOM believes are reasonable expectations of osteopathic medical students (and physicians) in learning and performing osteopathic medical treatment. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request accommodations in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. Contact information is provided below.

Technical Standard Ability Categories and Expectations

An osteopathic physician must have the knowledge, technical skills, and physical and emotional ability to function in a broad variety of clinical situations and to render a wide spectrum of patient care to a diverse patient population. In order to develop the knowledge, skills, and abilities required of an osteopathic physician, students must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data as presented in the curriculum and in clinical settings. In order to endure the emotional and physical demands of the medical profession, students must develop professionalism, compassion, maturity, honesty, ethics, concern for others, interpersonal and psychomotor skills, flexibility, and motivation toward lifelong learning. For the DO curriculum, students must possess, at a minimum, the following physical, cognitive, and behavioral abilities: observation; communication; motor, strength, and mobility; sensory; intellectual, conceptual, integrative and quantitative; and, behavioral and social. Students are expected to demonstrate these abilities in an environment where there is a reasonable amount of visual and auditory distraction. These abilities comprise the categories of ATSU-KCOM Minimal Technical Standards for Matriculation to the DO program and are defined below.

1. Observation: Students must be able 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 communicate with 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 person and in written form with staff and faculty members, patients, and all members of the health care team.
3. Motor, strength, and mobility: Students must have sufficient posture, balance, flexibility, mobility, strength, and endurance for standing, sitting, participating in, and traveling between laboratory, classroom, and clinical experiences. Motor demands include reasonable endurance, strength, and motor precision to execute movements reasonably required for general care, including physical examination and osteopathic manipulative treatment, and emergency treatment, such as laceration repair and CPR. Such movements require coordination of both gross and fine motor 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. These skills require the use of vision, hearing, proprioception, and manual tactile sensation, or functional equivalents.
5. Intellectual, conceptual, perceptual, integrative, and quantitative: These abilities include reading, writing, measurement, calculation, reasoning, analysis, and synthesis of data as needed for problem-solving, decision-making, and patient care activities. Students should be able to comprehend three- dimensional relationships and to understand the spatial relationships of structures.
6. Behavioral and social: Students must possess the emotional health required for full utilization of their cognitive and physical abilities, to exercise good judgment, to promptly complete their responsibilities attendant to the diagnosis and care of patients, and to develop mature, sensitive, and effective relationships. Students must interact with a diverse population of faculty, students, patients, and members of the health-care team in both academic and clinical settings. Students must be able to emotionally and physically tolerate demanding workloads, maintain professionalism, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of patients.

Detailed examples of expectations for each ability category can be found here: **Minimal Technical Standards for the KCOM DO program**

For questions regarding the technical standards, please contact Learning Resources & Accommodation Services: A.T. Still University of Health Sciences | 800 W. Jefferson Street | Kirksville, MO 63501 | 660.626.2774 | accommodations@atsu.edu.

Applying for Accommodations

The institution remains open to possibilities of human potential and achievement by providing reasonable support for students with disabilities. The Vice Chancellor of Student Affairs is responsible for the administration of and compliance with the Technical Standards and Academic Adjustments Policy (ATSU Policy #20-770) through the Director of Learning Resources & Accommodation Services. Individuals with disabilities who have significant limitations in ability categories described in the Standards may require evaluation to determine if they are otherwise qualified, with or without reasonable accommodation. Accommodations can include academic adjustments or assistive aids that do not fundamentally alter the college's curriculum or those processes deemed essential to the acquisition of knowledge in all areas of osteopathic medicine, including the demonstration of basic skills required for the practice of osteopathic medicine. Additionally, accommodations will not be provided if it would impose undue financial or administrative burdens on the college. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) or aids in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. Please see the University Student Handbook for information on how to apply for accommodations or email accommodations@atsu.edu.

Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning Resources & Accommodation Services have no bearing on the application process. You may contact the Director of Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or by phone at 660.626.2774.

Graduation Requirements

Students in the DO program at ATSU-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 ATSU-KCOM during the final two years of education. Must complete, to the satisfaction of the faculty, prescribed courses and clinical rotations.
- Passed the National Board of Osteopathic Medical Examiners, Inc. (NBOME) Comprehensive Osteopathic Medical Licensing Examination COMLEX Level 1, and COMLEX Level 2 Cognitive Evaluation (CE), prior to graduation.
- Successfully completed the ATSU-KCOM Clinical Skills Performance Assessment
- Successfully completed all academic, administrative, and professional requirements for promotion.
- Been approved by faculty vote for promotion to graduation.
- Completed the ATSU-KCOM Exit Questionnaire "Senior Survey."
- Participated in a minimum of two debt management sessions prior to graduation.
- Attended, in person, a commencement program at which time the Doctor of Osteopathic Medicine degree is conferred.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Family Medicine Physicians 29-1215.00; General Internal Medicine Physicians 29-1216.00; Emergency Medicine Physicians 29-1214.00; Pediatricians, General 29-1221.00; Psychiatrists 29-1223.00; Obstetricians and Gynecologists 29-1218.00; Surgeons, All Others 29-1249.00; Anesthesiologists 29-1211.00; Radiologists 29-1224.00; Physicians, All Others 29-1229.00.

Extended Academic Programs

In order to participate in commencement, students must have completed all clinical requirements prior to July 1 of their graduation year. Students with an extended academic program who are expected to complete all graduation requirements by December 31 of the graduation year, may participate in commencement. For students with extended academic programs, the official graduation date will be the last day that the student participates in coursework or the day following notification of passage of the final board examination required for graduation.

Academic Policies

Academic Progress Policies

Class Rank

Class rank will be calculated for ATSU-KCOM DO students at the end of the fall and spring terms for each of the first two years of medical school. Enrollment Services will provide class rank 30 days after a semester is complete within the Anthology Student Portal. ATSU-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

Attendance Policy

Extended Absence - Contract Required

Extended Absence: A contract is required for absences lasting 6-15 days. Contact the Assistant Dean, Academic Affairs, to discuss this option before taking action. See the **ATSU Policies** section of this Catalog for additional information and the appropriate form to complete.

Student Leave: For a leave greater than 15 days. Contact the Assistant Dean, Academic Affairs, to discuss this option before taking action. See the ATSU Policies section of this Catalog for additional information and the appropriate form to complete.

OMS I & OMS II Students

Required attendance activities are denoted on the student calendar (R). Students are encouraged to attend all academic activities to optimize their learning. ATSU-KCOM offers 3 personal days and 3 conference presentation days per academic year for DO students.

All planned absence requests for first and second year students should be submitted two (2) business days prior to the absence on the appropriate electronic form via the ATSU-KCOM Student Manual (see attendance years 1-4). Retroactive excused absence requests or requests submitted fewer than two (2) business days may not be considered or approved. For absences greater than five days, see the Excused Absence Policy in the ATSU Policies section of this catalog. Questions about attendance can be directed to the Office of Academic Affairs via email at kcomabsences@atsu.edu.

Personal Days

Personal days are to be used for planned absences (see examples below). Students are allowed up to three (3) personal days per academic year where scheduled required activities may be made up (if the exercise is reproducible). Any portion of a day requested as a personal day will count as an entire day off. Personal days should not be used for high-stakes assessments (e.g., section exams, practicals, finals). Each student is responsible for their own academic progress. Examples of personal day use include:

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

Conference Presentations

Students may be approved for an excused absence for up to three (3) days to travel to and attend a meeting or conference during which the student is making a scholarly presentation. Additionally, conference absences may be used to attend meetings as a representative of a school-sanctioned organization (e.g., SGA president, KOAA board representative, etc.). The student may be required to submit appropriate documentation with the absence request.

Unplanned Absences

ATSU-KCOM recognizes that unplanned absences from required curricular activities may arise. Students may request an unplanned excused absence for medical reasons (with proper documentation, e.g. physician note) or unplanned/unanticipated events. Examples:

- Student illness, accident, and/or hospitalization (with proper documentation)
- Immediate family member acute illness or funeral
- Absences for reasons beyond the control of the students (e.g., weather, flight cancellations) may be considered. If approved, a personal day will not be used.

Make-up for Excused Absences

If a first or second year student's absence is determined to be excused, appropriate individuals within the college will be notified that the student is authorized for make up.

Some courses or activities do not have built-in leeway for missing class or assessment, and no make-up is offered, even if the absence 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.

OMS III & OMS IV Students

Students are required to make appropriate and timely notifications if they will be absent. Students must notify their clinical preceptor(s), Director of Student Medical Education (DSME), and Rotation Site Coordinator in writing immediately if they will be away for any reason (anticipated or unexpected). The following are descriptions of each type of absence.

Excused Absences

Third and fourth year students should submit absence request forms to their DSME. The form can be found in the ATSU-KCOM Student Manual. Students are also responsible for notifying their Rotation Site Coordinator and preceptor immediately for an excused absence to be approved.

Personal/Conference/Medical

Students are allowed up to 3 personal days per academic year. Personal days must be approved in advance by the DSME, cannot be used consecutively without prior approval of the DSME, and cannot be carried over from the third year to the fourth year. In the case of an urgent absence, students must notify their Rotation Site Coordinator immediately, who will then submit the request to the DSME for review. Students are allowed up to 3 days per academic year to attend qualifying conferences. Conference days must be approved in advance by the DSME. Conference days cannot be carried

over from the third year to the fourth year. Medical excused absences must be approved by the DSME. Whenever possible medical excused absences should be approved in advance.

COMAT Exam Wellness Opportunity

Third-year students may request a ½ day 'Wellness opportunity' prior to each of the eight COMAT exams. This time is meant to allow the student to engage in activities designed to improve their wellness and help them be in a better mental, physical, and emotional state when taking COMATs. Examples of wellness activities students may consider include (but are not limited to): exercising, sports, reading, sleeping, meditation, yoga, etc. Any student wishing to request a ½ day wellness opportunity must follow the procedure identified in the KCOM Student Manual. Failure to follow the procedure will invalidate the request.

Postgraduate Interviews

For postgraduate interviews, students must complete the required excused absence form and discuss with and obtain approval from the DSME and Rotation Site Coordinator prior to the absence. Students are encouraged to schedule interviews for postgraduate programs during the flex/vacation week(s) or GME Prep Elective week(s) and to limit time off during clinical rotations. The DSME, along with the preceptor, will determine the scope of any work that needs to be addressed or completed as a result of absences related to travel for interviews.

Flex/Vacation Time

In year 4, students are allowed three weeks of flex time which is scheduled by the student with the approval of the region. All flex time must be taken between rotations unless special permission is granted by the DSME. It must be used in full-week increments. Flex time is used for a variety of reasons: to fill gaps in student schedules between rotations, vacations, non-credit academic time, residency interviews, etc.

Cumulative Absences

Students should not be absent for more than 2 days for any 2-week period. Absences beyond the 2 days will be evaluated with potential make-up time scheduled, as appropriate.

Management of Illnesses During OMS III & OMS IV

If a student contracts an illness, they should immediately contact their preceptor, DSME, and Rotation Site Coordinator to notify them of their medical status. Students should follow the CDC recommendations that people with illness remain at home until at least 24 hours after the fever (100 degrees F) is gone without using fever-reducing medicine. Students should also follow illness-related guidelines established by the facility to which the student is assigned. If a student must be away from the clinical setting for greater than two days, the student should work with the preceptor/rotation. See the KCOM Student Manual for detailed information.

Clinical Hours

Although the Rotation Site Coordinator may provide a tentative daily schedule for a clinical rotation, the student is responsible to their assigned preceptor during clinical duty hours on each rotation. The student is required to keep the hours expected by the preceptor. A 'typical' student clinical day begins at 7 a.m. and ends at 7 p.m. but will be confirmed by the preceptor or designee. Students may be required to work overnights and be 'on call.' Ideally, the student should:

- Not be involved in patient care for greater than 24 continuous hours or required to attend patient hand-offs or didactic sessions for more than an additional 6 continuous hours (30 hours total).
- Have two weekends per month free.
- Not typically work more than 60 hours per week, on average.

COMLEX-USA Policy

To advance through the osteopathic medicine program and graduate, students are required to pass the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA series of examinations, including COMLEX Level 1 and COMLEX Level 2 Cognitive Evaluation (CE). Students are required to take each board examination during specific time frames listed in the Student Assessment Plan Summaries and CMLX 6500 and CMLX 7500 syllabi (unless special permission to deviate from the schedule is granted by the Assistant Dean, Academic Affairs). Failure to test within the specific time frames without prior approval may be reviewed as a professionalism violation with potential referral to the ATSU-KCOM Student Promotion Board.

In order to attend the commencement ceremony, students must have successfully completed COMLEX Level 1 and Level 2CE by December 31 of the academic year in which the student will graduate. (unless special permission to deviate from this requirement is granted by the ATSU-KCOM Dean).

COMLEX Level 1

Students must take assigned practice examinations as outlined in the syllabus for course COMLEX Level 1 Preparation (CMLX 6500). Students may require additional preparation time and more assessments based on student performance indicators. ATSU-KCOM representatives will make students eligible for COMLEX Level 1 within the NBOME system following successful completion of semesters 1 and 2 and having earned passing marks in semester 3 of the program.

COMLEX Level 2CE

Prior to taking COMLEX Level 2CE, students must take the assigned practice examinations and meet the specific thresholds outlined in the syllabus for course COMLEX Level 2 Preparation (CMLX 7500). ATSU-KCOM representatives will administer student eligibility for COMLEX Level 2 CE within the NBOME system after notice of successful passage of COMLEX Level 1 has been received.

For all COMLEX exams, students must schedule, pay for, and take them within the approved testing windows.

Clinical Skills Performance Evaluation

The COM must attest students have demonstrated the competency in the fundamental osteopathic clinical skills necessary for graduation.

Board Examination Failures

If a student fails a board examination, the student must inform the Assistant Dean, Academic Affairs and the RAD/DSME of the failure within 48 hours of notification. The Assistant Dean or designee will work with the student to create an individualized remediation plan, including a testing deadline. The plan may include time off from clinical rotations, a formal board preparation course at the student's expense, independent board preparation, documentation of meeting the threshold of an approved practice examination, or other appropriate strategies. The Assistant Dean, Academic Affairs will report the board failure to the ATSU-KCOM Student Promotion Board.

If a student fails the same board examination twice or a second board examination, the student will be reviewed by the ATSU-KCOM Student Promotion Board. The board has the authority to impose supports and discipline as well as dismiss the student from the program. If the board votes to dismiss the student from the program, the Assistant Dean, Academic Affairs will notify the student within 24 hours. If the board votes to allow the student to retake the board examination:

- An individualized remediation plan will be developed under the direction of the ATSU-KCOM Student Promotion Board and the administration of the Academic Affairs office.
- Some individualized remediation plans will require the student to be removed from all clinical experiences until the student retakes and/or passes the previously failed board examination.

Class-specific information about COMLEX preparation and testing is contained in the Student Assessment Plan Summaries (specific for each graduating class year), the related course syllabi, and in the ATSU-KCOM Student Manual.

Student Promotion Board

The responsibility of the ATSU-KCOM Student Promotion Board is to review and assess the academic progress and professionalism of all students and ensure that adequate progress is being made toward the Doctor of Osteopathic Medicine degree. Reviewed material may include the entire academic record, subjective evaluations by course directors, faculty members, preceptors, staff, standardized patients and administrators, 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, including professional behaviors.

Lack of progress includes but is not limited to failure of one or multiple courses, failing the same course multiple times, failing a COMLEX board exam(s), failing to make and sustain adequate progress in the attainment of the seven osteopathic competencies for medical students (osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice), failing to successfully complete assignments and assessments, or failure to perform successfully in clinical rotations.

Composition

The Dean appoints the Student Promotion Board. The Board is chaired by the Assistant Dean, Academic Affairs, or designee and includes five voting members from the faculty. In the case of a tie or to meet a quorum, the Chair is a voting member. Decisions of the Board are made by majority vote.

Non-voting consultants to the Student Promotion Board are the Associate Dean, Clinical Affairs; Associate Dean, Medical Education; Vice Chancellor, Student Affairs; and Learning Resources & Accommodation Services staff members. Additional appropriate faculty, such as a DSME, may be requested to attend the Student Promotion Board meeting without a vote.

In the event that a course director is also a voting member of the committee, they will retain voting privileges. Clinical faculty members who serve on the Student Promotion Board must ensure that they do not have a therapeutic relationship with a student appearing before the Board and have not provided sensitive health services to the student. If such a relationship exists, the physician shall alert the Assistant Dean, Academic Affairs, to request an alternate be present to hear the student's case.

Convening of the Student Promotion Board

To evaluate student progress, the Student Promotion Board will be convened by the Assistant Dean, Academic Affairs at the end of the academic term or on an as-needed basis at any time to consider the lack of professionalism or academic progress by any student.

Student Attendance

The student may be invited to attend the Student Promotion Board when the student's status is presented for discussion. The student will be notified of the date and time of the meeting at least two business days prior to the meeting (students may waive the two business day notice if desired). When called before the Student Promotion Board, the student has the right to present a short statement and address questions before the Student Promotion Board. The student must be transparent in presenting the facts of the situation to the Student Promotion Board. In the case of information of a highly sensitive nature, the student may present such information to the Assistant Dean, Academic Affairs; Associate Dean, Clinical Affairs; or Associate Dean, Medical Education, prior to the commencement of the meeting of the Student Promotion Board. Professional dress is expected (without white coat).

Sanctions

The Student Promotion Board can impose requirements, supports, and discipline appropriate to the circumstances. Additionally, the Board may impose a reprimand, place the student on probation, suspend the student, or dismiss the student from the program. The Assistant Dean, Academic Affairs will typically notify the student of the outcome in writing within 24 hours of the Board meeting.

Appeal

The student may appeal the Student Promotion Board decision in writing to the Dean within five working 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. The highest level of appeal within the school is the Dean or the Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals policy: **Promotion and/or Dismissal Decisions**.

Academic Probation

Any DO student who has failed any course, rotation, or who has failed COMLEX Level 1 or COMLEX Level 2 CE may be placed on academic probation and informed in writing by the Assistant Dean, Academic 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 Assistant Dean, Academic Affairs, or designee. 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 Assistant Dean, Academic Affairs, or designee. The successful remediation of an academic course will be identified by a notation (RC) on the student's transcript.

Academic Standards, Guidelines, and Requirements

American Osteopathic Association (AOA) Code of Ethics

All ATSU-KCOM students, faculty, administrators, and staff must adhere to the AOA Code of Ethics.

Professionalism

An important aspect of the ATSU-KCOM DO program is the development of professional behaviors and role identity. Students are expected to conduct themselves in a professional and ethical manner at all times. Students on clinical rotations and in other professional settings are expected to dress professionally and appropriately for the environment. Honesty, compassion, integrity, confidentiality, accountability, respectfulness, altruism, and excellence are expected in all situations. In addition, students are expected to comply with institutional policies and procedures as well as city, county, state, and federal laws and regulations. ATSU-KCOM considers breaches of professional conduct as academic deficiencies. Specifically, breaches in professionalism may demonstrate a lack of progress toward and attainment of osteopathic core competencies (e.g., professionalism, interpersonal and communication skills).

Dress Code

For all real or simulated patient activities, students must maintain an appearance that demonstrates respect, trust, and credibility. The reasons for appropriate attire include infection control, communication, and cultural sensitivity. Patient trust and confidence in their healthcare provider are essential for successful treatment experiences and outcomes. All clothing should be neat, clean, and of appropriate size and fit for the clinical setting. Good personal hygiene is expected. The student should confirm requirements for appropriate attire including, but not limited to, footwear, jewelry, hair, nails, fragrances, makeup, and identification badge(s) for each clinical setting/rotation. Guidelines related to dress code are available in the ATSU-KCOM Student Manual.

HIPAA and OSHA Training

Health Information Portability & Accountability Act (HIPAA) and the Occupational Safety and Health Act of 1970 (OSHA) training and certification are required for all ATSU- KCOM DO students. The training occurs three times during the four-year program. Training is offered electronically with specific completion deadlines. Completion is documented within Anthology Student and is reflected on the Certification and Immunization document. It is the responsibility of the student to maintain up-to-date HIPAA and OSHA training throughout the entire duration of enrollment. Students who do not comply with training requirements may be subject to discipline, including removal from clinical rotations, suspension, and review by the Student Promotion Board.

BLS and ACLS Certification

ATSU-KCOM requires all DO students obtain and maintain health provider level Basic Life Support (BLS) certification throughout the entire duration of enrollment. The school provides an opportunity for BLS certification during year 1 of the program. BLS recertification will be offered at the college during year 2; however, participating students are responsible for the related fees. Prior to clinical rotations, ATSU-KCOM students are also required to obtain and maintain Advanced Cardiopulmonary Life Support (ACLS) certification. The school provides an opportunity for ACLS certification during

year 2 of the program. Any ACLS training off campus is at the student's expense.

Non-compliance with BLS and/or ACLS certification at any time during a student's enrollment may result in removal from clinical rotations, suspension, and/or dismissal.

Clinical Rotation Conduct

In the event the Director of Student Medical Education (DSME) determines that a student may constitute a threat to the student's personal welfare, fellow students, staff, or patients, the DSME has the authority to immediately remove the student from clinical rotations and/or from the academic environment. The notification must be in writing, and the Assistant Dean, Academic Affairs and the Associate Dean, Clinical Affairs must be notified immediately.
Situations where such action may be necessary, include, but are not limited to, substance abuse (alcohol and other drugs), medical or psychological illnesses, suspected illegal behavior, and suspected abuse (physical, sexual, or emotional). Once removed, the student is no longer covered by the professional liability coverage provided by the University.

Upon notification, the Assistant Dean, Academic Affairs will initiate the proper review to expedite resolution of the interim status. Action will be made in accordance with ATSU-KCOM and University policy.

Supervision in the Clinical Environment

While in the clinical training portion of the academic program, medical students are assigned a Director of Student Medical Education to oversee their overall learning and professional development. Students may only participate in clinical rotations in hospitals, facilities, or with preceptors where a formal affiliation agreement, letter of agreement, or contract with ATSU-KCOM is in place. For each clinical rotation, a Preceptor of Record provides and assures supervision in the clinical setting.

While in clinical learning situations involving patient care, medical students must have direct, on-premises supervision by a licensed healthcare professional. Direct supervision includes:

- Physically present: licensed healthcare professional is located in the same room as the student when patient care is rendered.
- Immediately available: licensed healthcare professional is located in the facility and immediately available to be physically present.

The Preceptor of Record must be a credentialed, licensed, board certified, or board eligible (BC/BE) physician (AOA/ABMS) in the specialty being taught unless an exception is provided for by the college, who has been appointed to the ATSU-KCOM faculty to oversee student learning, including oversight in the clinical environment as well as a formal review of student performance in the clinical rotation. Students may also work with other licensed physicians and licensed healthcare professionals while on clinical rotations. See the ATSU-KCOM Student Manual for additional information.

Injuries and Accidents on Clinical Rotations

Any student who sustains an injury or bloodborne pathogen exposure while on clinical rotations must notify their DSME and Rotation Site Coordinator as soon as possible and follow the processes herein and in the ATSU-KCOM Student Manual.

In the event the injury involves exposure to bloodborne pathogens, notify the clinical site's occupational medical staff immediately and follow their protocol for bloodborne exposure. A Needlestick Incident Report Form and the Needlestick and Bloodborne Pathogen Exposure Protocol are provided in the ATSU-KCOM Student Manual.

Follow these steps if you have an injury (including a needlestick injury) while on a rotation:

1. Notify your supervising physician immediately.
2. Seek appropriate care:
    1. Bloodborne Pathogen Exposure: Follow the clinical site's protocol for risk evaluation and post-exposure prophylaxis. This information can be obtained through the Emergency Department or the Risk Management Department.
    2. Other injury: Seek medical attention as needed. Follow your clinical site's risk management protocol for reporting and treatment.
3. Notify the ATSU-KCOM Clinical Affairs office, your DSME, and your Rotation Site Coordinator immediately or as soon as possible, and follow the processes on the ATSU-KCOM Student Manual.
4. Keep one complete set of documents for your personal records (medical record, incident report, data) and give the incident report and confirmation that you followed the clinical site's post-exposure guidelines to your DSME or Rotation Site Coordinator. You do not have to provide personal medical information to the DSME or Rotation Site Coordinator. However, you are required to provide documentation that you sought medical advice and any required treatment following national health guidelines.

Use your health insurance to cover any medical expenses incurred as a result of an injury at clinical sites. ATSU provides accident insurance and needlestick coverage that may help to defer the cost of needlestick injury or exposure to bloodborne pathogens. For more information on accident insurance and needlestick coverage, see the ATSU-KCOM Student Manual.

Safety Issues on Clinical Rotations

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 ATSU-KCOM administration and ATSU Security at 660.349.9513 regarding your status. Students are required to become familiar with the safety procedures established in each clinical facility. 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 surroundings.

Career Counseling

ATSU-KCOM provides career counseling to all osteopathic medical students predominantly via the Office of Academic Affairs with collaborative efforts across the university. A variety of group and one-on-one career counseling activities are available, including:

- Student Success Forums (academic, board preparation, and career guidance in Years 1 and 2)
- On-going support for board examination preparation
- Networking with residency programs
- Ongoing advising through the residency application process
- Resources for career exploration
- Interactive online career counseling platform with an evolving repertoire for residency specialty and match application resources
- Residency specialty panel discussions
- MSPE preparation and review
- Planning for matching to residency as couples
- Preparation for the residency interview process
- Technical assistance for unmatched students
- Assistance with curriculum vitae and personal statements
- Career guidance for military students

Students may request one-on-one career counseling via the ATSU-KCOM Academic Affairs office.

Physical Health Services

Each medical student is strongly encouraged to establish a relationship with and utilize the services of a primary care provider for comprehensive healthcare as well as for the acute care of illness. For students on campus, healthcare services are available through the Kirksville Family Medicine office located in the Gutensohn Clinic (660.626.2222). The TimelyCare program also offers medical services that can be accessed 24/7 on demand to all residential students. TimelyCare can be accessed online at www.timelycare.com/atsu. Select sign in > Create your profile using your ATSU school email address > Follow the prompts to start the virtual visit.

Clinical faculty members caring for students via a therapeutic relationship or for sensitive health services will not be involved in the grading or assessment as they proceed through medical school. A therapeutic relationship is defined as either ongoing provision of healthcare services (more than two interactions) or any healthcare services involving "sensitive health services." Sensitive health services include but are not limited to, psychiatric/psychological counseling, substance abuse, and sexually transmitted diseases. If a student elects to establish a therapeutic relationship with a clinical faculty member or seeks to obtain health care services involving 'sensitive health services', that health care provider is precluded from any evaluation role for that student (irrespective of the wishes of the medical student) for a two-year period because of a dual-relationship and potential conflict of interest issues.

ATSU requires all students enrolled in a residential program to maintain active health insurance coverage in order to readily access diagnostic, preventive, and therapeutic healthcare in all regions where training occurs. See Health Insurance requirements in the ATSU Policies section.

ATSU-KCOM maintains specific immunization and screening requirements for matriculants, students, and fellows, with reporting and monitoring requirements maintained by the Immunization Coordinator in the Clinical Affairs office.

Behavioral Health & Wellness Counseling Services

In addition to ATSU Behavioral Health & Wellness Counseling services, virtual on-demand access to 24/7 mental health care services from anywhere in the United States is available for all ATSU-KCOM students via the TimelyCare program. TimelyCare can be accessed online at www.timelycare.com/atsu. Select sign in > Create your profile using your ATSU school email address > Follow the prompts to start the virtual visit.

Mental health support services available via TimelyCare:

- TalkNow: 24/7, on-demand access to a mental health professional to talk about anything at anytime
- Scheduled Counseling: scheduled options to speak to a licensed counselor (up to 12 visits per year)
- Psychiatry: services provided by referral from ATSU's Behavioral Health & Wellness Counselors.
- Group Sessions: Weekly Guided Meditation and Yoga Group Sessions, plus specialized discussions throughout the year

See the Behavioral Health & Wellness Counseling webpage for more details on counseling services. For more information on counseling services in the clinical regions, see the ATSU-KCOM Student Manual.

Professional Liability, Supplemental Accident, and Disability Insurance Coverage

Professional Liability Coverage

ATSU-KCOM DO students enrolled in 'active status' have professional liability coverage provided by the University. Coverage is in effect for:

- Situations that arise in the United States. It does not cover or defend malpractice outside of the United States.
- ATSU-sponsored experiences. All appropriate documentation must be completed prior to the start of a rotation to secure professional liability coverage. Experiences that are not sponsored by ATSU will not be covered.

Supplemental Accident Insurance

The insurance is supplemental accident insurance and does not apply to sickness or illness. It does not substitute health insurance coverage required for enrollment. The supplemental accident insurance provides coverage after a primary health insurance claim has been filed.

Coverage applies while the student is enrolled in 'active status' and:

- Is participating in college courses, labs, and clinical training that is sponsored by ATSU;
- Is on premises designated and supervised by ATSU-KCOM;
- Is on premises used for classes, labs, or clinical training (clinical rotations); or
- While traveling with a group in connection with the activities under the direct supervision of ATSU.

Travel to and from a curriculum activity is not covered.

Steps for filing a claim:

- The student will file a claim to their personal health insurance (primary coverage).
- The student will complete a claim with the accident insurance coverage and return it to the Associate Dean, Clinical Affairs for verification of enrollment.
- The Clinical Affairs office will forward the completed claim form to the student.
- The student will forward the accident coverage claim form along with primary health insurance explanation of benefits (EOB), if available, billing statements, and supporting documents to the accident insurance provider.

Disability Insurance

ATSU students enrolled in residential clinical-based programs are required to carry University-provided disability insurance coverage. See the ATSU Student Handbook for more information on disability insurance.

Predoctoral Fellowship

Preclinical Academic Fellows are directly supervised by their respective disciplines (Anatomy, Medical Education, and Osteopathic Manipulative Medicine) and the program oversight is provided by the Medical Education office. All fellows table train in the Complete DOctor labs, tutor, and attend monthly didactic with the Associate Dean of Medical Education.

Predoctoral Fellowship Courses

ANAT7449 Anatomy Fellowship - 22 credit hours

Fellows with an anatomy focus attend anatomy, histology, pathology and neuroanatomy lectures and labs; assist with lab and practical set up; prepare clinical correlation lectures and participate in anatomy departmental lectures. Research opportunities are available for those who are interested.

MDED7453 Medical Education Fellowship - 22 credit hours

Fellows assist with the Human Patient Simulation labs writing and coding cases, running controls, and briefing and debriefing students and residents using the lab; table-train and assist with practicals and remediation for the ultrasound course; teach elective courses and BLS/ACLS both within the college and in the community; serve on key academic committees such as the KCOM Curriculum Committee and Assessment Sub-committee; and attend weekly didactic in leadership, teaching and educational scholarship. Research opportunities are available for those who are interested.

OTMF7447 Osteopathic Theory and Methods Fellowship - 22 credit hours

Fellows with an osteopathic manipulative medicine (OMM) focus table train in the OTM lab in addition to running all educational technology for the labs; grade and remediate practicals; attend weekly didactic with OMM residents, and participate in weekly department meetings. Research opportunities are available and fellows present a scholarly poster to the OMM department annually.

Curriculum

The DO curriculum at ATSU-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 & Second Years

Early first semester is devoted to the foundation of basic medical sciences. Students spend the remainder of the first and second year learning clinical medicine and the evidence supporting it. ATSU-KCOM also includes clinical education experiences as early as the first semester. The first year of study includes a clinical experience where students shadow physicians, nurses, and community agencies. Osteopathic theory and methods are taught concurrently with the basic science and clinical courses during the first and second years.

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 physical examination skills, osteopathic manipulation skills, interpersonal skills, and clinical skills. Many of the performance skills are assessed in ATSU-KCOM's Performance Assessment Center and the Human Patient Simulation Center.

During the last 94 weeks of the academic program, students participate in clinical rotations at regional sites. The selection of rotation sites is by an electronic match and utilization of a letter of interest. This match is held during the second year.

In order to be eligible to participate in clinical rotations, students must pass all OMS I and OMS II coursework, including The Complete Doctor I-IV. These courses include skills-based performance assessments that are intended to prepare students for their clinical experiences. The only course exception to this requirement is CMLX6500 (COMLEX Level 1). Students who have not passed COMLEX Level 1 prior to the start of clinical rotations must have a board study plan and timeline approved by the Assistant Dean, Academic Affairs.

Military students are strongly encouraged to participate in officer training prior to matriculation or during the first two years of medical education. Military students wishing to complete officer training during the third or fourth year may utilize elective time (equal to the number of weeks required by their respective branch – up to 6 weeks) for clinical requirements, as approved by the DSME and the Associate Dean, Clinical Affairs. Students will complete the rotation report form and submit a copy of 'orders' to demonstrate confirmation of officer training. Upon receipt of documentation from the military program verifying completion, the course will be scored as pass/fail. The course will be documented on the student transcript as ELEC 8599 - Medical Military Officer Training.

Third & Fourth Years

Third year clinical rotations typically begin on the fifth Monday following June 30th. Each region prepares an on-site orientation preceding the start of clinical rotations. Students must attend the on-site orientation for their region unless previously approved for an absence or for an alternative schedule by the Assistant Dean, Academic Affairs, or designee.

Documentation required for each rotation must be signed, completed, and submitted for all third and fourth year experiences at least 30 days prior to the start of the experience. Proper procedures and forms will be included in the regional orientation sessions. Documentation includes but is not limited to the Rotation Report Form, preceptor information and CV, hospital site information, updated audit/schedule, site application, site fee, provider agreement (if needed), and student personal health insurance.

Assessment of student learning during third year clinical rotations includes clinical evaluations, NBOME COMAT examinations, and procedure logs recorded in the electronic tracking program. Other rotations are assessed via clinical evaluations only. A standard grading scale is used for all clinical evaluations. Students earn Honors, High Pass, Pass, or Fail for each clinical rotation. Additionally, students are assessed on curriculum performance via an oral case presentation, scholarly reports, and journal club presentations. Students are also assessed via a clinical skills performance assessment (PA-III) with standardized patient testing to assess physical examination skills, interpersonal skills, and clinical reasoning.

Students are responsible for working with the preceptor of record to assure that the clinical evaluation is completed by the final day of the rotation or notifying the rotation site coordinator if the preceptor has not responded. Students are required to complete the preceptor and rotation evaluation for third year rotations within two weeks following the end of the rotation via the electronic evaluation system. Refer to the ATSU-KCOM Student Manual for further details.

Each region will have a series of scheduled education days. Attendance is required. Students should notify preceptors in advance if an education day is scheduled during their rotation period. It is the student's responsibility to be aware of this schedule and attend all required sessions. The site may also have didactic sessions with required student attendance. Responsibilities to the preceptor do not take precedence over required didactics.

Military students may schedule one four-week military rotation commitment as part of the third year rotation schedule. The military rotation/specialty must be equivalent to the rotation requirement. The COMAT will be completed after returning to the region. Students must submit a request for military rotation substitution in writing to the Associate Dean, Clinical Affairs via the rotation site coordinator. Students will receive notice in writing regarding the approval status of the request. Students should avoid scheduling a military rotation that will interfere with the PA-III testing and COMSAE exam dates. Military students may use all elective rotations for military rotations.

International rotations may be approved for elective credit, pending review and approval of the appropriate paperwork by the Associate Dean, Clinical Affairs, or designee. International rotations must be scheduled through INMED (Institute for International Medicine).

Mission trips completed as a component of a four-week rotation (completed as one continuous block) may be approved for credit pending review by the Associate Dean, Clinical Affairs, or designee. The same attending preceptor must accompany the student as part of the four-week experience. The mission trip may not exceed half of the scheduled time of the rotation. Students will receive clinical credit consistent with the entire four-week experience (e.g., pediatrics, surgery, etc.). The mission trip must be a clinical experience that includes patient care.

Refer to the ATSU-KCOM Student Manual for more information on credit and non-credit international rotations and mission trips.

Programmatic Educational Objectives

The ATSU-KCOM programmatic educational objectives are aligned with the osteopathic core competencies for medical students:

1. Demonstrate knowledge of osteopathic principles and practice such that care of patients is approached from distinct behavioral, philosophical, and procedural aspects

of osteopathic medical practices related to the four tenets of osteopathic medicine. [Osteopathic Principles and Practices and Manipulative Treatment]
2. Demonstrate the understanding and application of established and evolving principles of foundational biomedical and clinical sciences integral to the practice of patient-centered care. [Application of Knowledge for Osteopathic Medical Practice]
3. Osteopathic Patient Care and Procedural Skills
    1. Gather accurate, essential data from all sources, including the patient, secondary sources, medical records, and physical examination (including structural examinations).
    2. Formulate a differential diagnosis based on the patient evaluation and epidemiologic data and to prioritize diagnoses appropriately.
    3. Perform basic clinical procedures essential for the generalist practice of osteopathic medical practice.
    4. Provide diagnostic information; to develop a safe, evidence-based, cost-effective, patient-centered care plan.
    5. Demonstrate health care services that are consistent with osteopathic principles and practice, including an emphasis on preventive medicine and health promotion based on best medical evidence.
    6. Assess patient health literacy, counsel, and educate patients accordingly.
4. Demonstrate the ability to effectively document and synthesize clinical findings, diagnostic impressions, and diagnostic / treatment instructions in verbal, written, and electronic formats. [Interpersonal and Communication Skills in the Practice of Osteopathic Medicine]
5. Consistently display high moral and ethical standards exemplifying integrity, humanistic behavior, cultural sensitivity, and responsiveness to the needs of the patient. [Professionalism in the Practice of Osteopathic Medicine]
6. Assimilate and apply fundamental biostatistical and epidemiologic concepts, clinical decision-making skills, evidence-based medicine principles and practices, fundamental information-mastery skills, and methods to evaluate the relevance and validity of research information. [Practice-Based Learning and Improvement in Osteopathic Medicine]
7. Systems-based Practice in Osteopathic Medicine
    1. Effectively identify and utilize system resources to maximize the health of the individual and the community, thus improving the health of populations.
    2. Work as part of an interprofessional team to identify areas for enhancing quality and patient safety and reducing medical errors and inequities.

Core Professional Attributes

The Core Professional Attributes (CPAs) are a set of five cross-curricular meta-skills inherent to all A.T. Still University graduates, including ATSU-KCOM osteopathic medical students. The CPAs enable graduates to select, adapt, and apply their discipline-specific knowledge and skills to varying situations, enhancing competence and improving outcomes across all aspects of their roles as healthcare professionals.

Courses

Descriptions and Credit Values

Additional course options may be available and are listed below under Other Courses.

First Year: Fall Semester

ANAT 5121 - Human Gross & Developmental Anatomy/Radiology I
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.

BIOC 5101 - Medical Biochemistry I
3.5 credit hours
Biochemistry I introduces the molecular basis of cell function and the biochemical basis of structure and function of the body. Special attention is given to disease states caused by biochemical, bio-molecular, and genetic abnormalities. We will cover medical genetics in the areas of inheritance patterns, including aspects of population genetics and probability. We will emphasize subjects of medical interest such as genetic and metabolic disorders, including cytogenetic disorders and genetic testing. This course is primarily lecture-based with the use of workshops to promote learning of selected topics.

CODO 5251 - The Complete DOctor I
3 credit hours
This course is taught by the Department of Family Medicine, Preventive Medicine, and Community Health, with guest content experts as appropriate. 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. 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. 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, and

community clinical exposure are some of the unique and effective means of delivery of this curriculum.

HIPA 5211 - Histology and Pathology I

2 credit hours

This course is taught by the Department of Anatomy and spans three semesters. Histology studies the microscopic structure of tissues and organs of the body, while Pathology studies structural and functional abnormalities that manifest as diseases of organs and systems. This course teaches both normal and diseased organ and tissue recognition and function. Histology and Pathology I covers basic tissue types and introduction to basic pathological processes of inflammation, repair, degeneration, necrosis, neoplasia, fluid and electrolyte disturbances, circulatory abnormalities, and immune mechanisms. It lays the foundation for the Internal Medicine course.

IMMU 5131 - Immunology I

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.

MICR 5151 - Medical Microbiology

2.5 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.

OSTE 5171 - Osteopathic Theory & Methods I

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.

PHAR 5191 - Medical Pharmacology I

1.5 credit hours

This course, taught by faculty in the Department of Pharmacology, presents students with the principle pharmacological information they will need to pass the board examinations and practice medicine. The information includes drug mechanism of action, pharmacokinetics, therapeutic uses, adverse effects, contraindications and potential drug-drug interactions. Course content is delivered in several formats, including traditional lectures, iBooks, and application exercises. iBooks replace traditional handouts by not only including lecture materials but also additional content and quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the material. The application exercises use clinical cases in a team-based learning format to enhance understanding of pharmacology of the drugs.

PHYS 5201 - Medical Physiology I

1.5 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.

ULTR 5231 - Clinical Ultrasound I

0.5 credit hour
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.

First year: Spring Semester

ANAT 5122 - Human Gross & Developmental Anatomy/Radiology II
4 credit hours
This course is a continuation of ANAT 5121. Prerequisites: ANAT 5121.

BIOC 5102 - Medical Biochemistry II
1.5 credit hour
This course is a continuation of BIOC 5101. Prerequisites: BIOC 5101.

CLIN 5261 - Clinical Experiences II
1.75 credit hours
This sixty-hour active learning experience is spent with a physician in a clinic/facility. The student will assist the physician and their staff, observe how the physician interacts with patients and staff, and contribute to the provision of care on-site.

CODO 5252 - The Complete DOctor II
2.5 credit hours
This course is a continuation of CODO 5251. Prerequisites: CODO 5251.

HIPA 5212 - Histology and Pathology II
2.5 credit hours
This course is a continuation of Histology and Pathology I and focuses on systemic histology and pathology. The course emphasizes organ and tissue structure in both normal and diseased state. It also includes a review of diseases and disease mechanisms in the studied organ systems. Prerequisites: Histology and Pathology I.

IDIS 5141 - Infectious Diseases I
1 credit hour
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.

OSTE 5172 - Osteopathic Theory & Methods II
2.5 credit hours
This course is a continuation of OSTE 5171. Prerequisites: OSTE 5171.

PFAS 5001 - Performance Assessment I
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.

PHAR 5192 - Medical Pharmacology II
2 credit hours
This course is a continuation of PHAR 5191. Prerequisites: PHAR 5191.

PHYS 5202 - Medical Physiology II
3.5 credit hours
This course is a continuation of PHYS 5201. Prerequisites: PHYS 5201.

PRMS 5291 - Principles of Medicine and Surgery I
5.5 credit hours
Principles of Medicine and Surgery I will cover the areas of gastroenterology, cardiology/vascular and renal diseases as well as the surgical approach to trauma. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

ULTR 5232 - Clinical Ultrasound II
0.75 credit hour
This course is a continuation of ULTR 5231. Prerequisites: ULTR 5231.

Second year: Fall Semester

BIOC 6103 - Human Biochemistry III
1.5 credit hours
This course is a continuation of BIOC 5102. Prerequisites: BIOC 5102.

CODO 6253 - The Complete DOctor III
3 credit hours
This course is a continuation of CODO 5252. Prerequisites: CODO 5252.

HIPA 6213 - Histology and Pathology III
4 credit hours
This course is a continuation of Histology and Pathology II

and also focuses on systemic histology and pathology. Correlation of pathological conditions with commonly used laboratory tests is discussed. Prerequisite: Histology and Pathology I & II

IDIS 6142 - Infectious Diseases II
1.5 credit hours

IMMU 6132 - Immunology II
1 credit hour
This course is a continuation of IMMU 5131. Prerequisites: IMMU 5131.

OSTE 6173 - Osteopathic Theory & Methods III
3.5 credit hours
This course is a continuation of OSTE 5172. Prerequisites: OSTE 5172.

PHAR 6193 - Medical Pharmacology III
2.5 credit hours
This course is a continuation of PHAR 5192. Prerequisites: PHAR 5192.

PHYS 6203 - Medical Physiology III
2 credit hours
This course is a continuation of PHYS 5202. Prerequisites: PHYS 5202.

PRMS 6292 - Principles of Medicine and Surgery II
6 credit hours
Principles of Medicine and Surgery II is a continuation of PRMS 5291 and will cover the areas of pulmonology, endocrinology, rheumatology, and hematology/oncology as well as ENT and breast surgery. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

ULTR 6233 - Clinical Ultrasound III
0.25 credit hour
This course is a continuation of ULTR 5232. Prerequisites: ULTR 5232.

OBGY 6261 - Obstetrics and Gynecology
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.

Second year: Spring Semester

CMLX 6500 - COMLEX Level I Preparation
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.

CODO 6254 - The Complete DOctor IV
3 credit hours
This course is a continuation of CODO 6253. Prerequisites: CODO 6253.

DERM 6271 - Dermatology
1.5 credit hours
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.

IDIS 6143 - Infectious Diseases III
1 credit hour

NEUR 6281 - Neuroscience
8.5 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.

OSTE 6174 - Osteopathic Theory & Methods IV
2.5 credit hours
This course is a continuation of OSTE 6173. Prerequisites: OSTE 6173.

PFAS 6001 - Performance Assessment II
0 credits
This course is a continuation of PFAS 5001. Prerequisites: PFAS 5001 and successful completion of year two curriculum.

ULTR 6234 - Clinical Ultrasound IV
0.25 credit hour
This course is a continuation of ULTR 6233. Prerequisites: ULTR 6233.

Other Courses

Directed Studies – credit varies

- Directed studies may be required as assigned by the Dean, the Associate Dean, Medical Education, or the Assistant Dean, Academic Affairs.

ELEC 5000 - 6999 - Preclinical Electives

0.5 to 3 credit hours

Preclinical Elective Courses are approved by the KCOM Curriculum Committee and the KCOM Dean. 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. Information on the Preclinical Elective courses available can be found in the ATSU-KCOM Student Manual.

Third Year: Clinical Rotations and Courses

Students are required to take 57 credit hours of clinical rotations in the third year.

TYPA 7512 - Performance Assessment III

1 credit hour

Performance Assessment III (PA III) testing is a summative evaluation of the student's patient assessment skills, including, but not limited to, physical examination (including appropriate osteopathic structural exam and treatment), history-taking, communication, critical thinking, and medical documentation. It is a preparatory and diagnostic experience for the COM to attest students have demonstrated the fundamental osteopathic clinical skills necessary for graduation.

CMLX 7500 - COMLEX Level 2CE

4 credit hours

The goal of this course is to facilitate student preparation and successful completion of COMLEX Level 2CE.

FNCH 7400 - Foundations of Community Health

1 credit hour

The Foundations of Community Health course is designed to prepare physicians who are well-prepared to practice in and lead transforming health systems and hold a rich awareness of patient-centered care planning, demonstrable primary care workforce competencies, and leadership capacity to educate future health care team members in conversion to the medical home model of care.

HSCA 7510 - Health Systems & Communications

4 credit hours

This course is comprised of multiple elements, including Introduction to Healthcare Financing, Institute for Healthcare Improvement (IHI), Scholarly Report 1, Journal Club Presentation, and Oral Case Study Presentations.

OPPC 7171 - Advanced Osteopathic Principles and Practice

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.

OPPC 7172 - Advanced Osteopathic Principles and Practice

3 credit hours

This course is a continuation of OPPC 7171 and includes OPP COMAT. Prerequisites: OPPC 7171.

Third Year CORE Clinical Rotations

- CORE 7500 - Family Medicine - **4 credit hours**
- CORE 7501 - Rural or Underserved Family Medicine - **4 credit hour**s
- CORE 7503 - Internal Medicine – **8 credit hours**
- CORE 7507 - OB/GYN – **4 credit hours**
- CORE 7502 - Pediatrics – **4 credit hours**
- CORE 7505 - Psychiatry – **4 credit hours**
- CORE 7506 - Surgery – **4 credit hours**

Third Year REQUIRED Clinical Rotation

- REQD 8515 - Emergency Medicine - **4 credit hours**

Third Year Elective Rotations

- Elective Rotations (6 weeks) - **6 credit hours**

Fourth Year: Clinical Rotations and Courses

Students are required to take 49 credit hours in the fourth year. A complete list of clinical electives is available in the ATSU-KCOM Student Manual.

OPPC 8173 - Advanced Osteopathic Principles and Practice

2 credit hours

This course is a continuation of OPPC 7172. Prerequisites: OPPC 7172.

WRCS 8443 - Scholarly Report 2
1 credit hour
In this course, students will acquire key skills through inquiry, discovery, and consideration of a patient, condition or population, and present their findings in a formal method to others.

Fourth Year Clinical Rotations - Electives

- ELEC 8000-8900 - **46 credit hours**
  (Includes a 2 week board study elective that can be used in the 3rd or 4th year and a 2 week GME elective that can be used in the 4th year)

Reserved Courses

Reserved Courses are approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises.

RSRV 7800 - 7899 - Reserved Required Courses
1 to 4 credit hours
Courses approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises. Typically substitute required courses in the academic plan of a specific class of students or students in a specific region of the country. Most often Pass/Fail Courses.

RSRV 8800 - 8899 - Reserved Required Courses
1 to 4 credit hours
Courses approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises. Typically substitute required courses in the academic plan of a specific class of students or students in a specific region of the country. Most often Pass/Fail Courses.

RELE 8000 - 8899 - Reserved Elective Courses
0.5 to 2 credit hours
Elective courses approved by the KCOM Curriculum Committee and approved for use by the KCOM Dean in times of national or regional crises. Typically substitute elective courses in the academic plan of a specific class of students or students in a specific region of the country. Most often Pass/Fail Courses.

Doctor of Osteopathic Medicine - Enhanced Mastery Track 1

Course Descriptions and Credit Values (DO EMT)

The Enhanced Mastery Track (EMT) curriculum will begin with the full class cohort of students taking the first semester (S1) to establish a knowledge of foundation and, if applicable, to identify academic areas for improvement. Students enrolled in the EMT will engage in a separate curricular pathway composed of two semesters of explanatory sciences (EMT Semester 2-3), and two semesters of clinical sciences (EMT Semester 4-5). At the start of the final semester, EMT Semester 6 (S4 in the four-year curriculum), the EMT students will take the same courses as the subsequent class cohort (one class cohort behind that which they matriculate in) for the final didactic semester. Students enrolled in the EMT due to academic challenges are required to complete longitudinal Evidence Based Learning Strategies modules that have been designed to improve academic performance and meet the goal of information mastery.

EMT1 - Semester 1

ANAT 5121 - Human Gross & Developmental Anatomy/Radiology I
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.

BIOC 5101 - Medical Biochemistry I
3.5 credit hours
Biochemistry I introduces the molecular basis of cell function and the biochemical basis of structure and function of the body. Special attention is given to disease states caused by biochemical, bio-molecular, and genetic abnormalities. We will cover medical genetics in the areas of inheritance patterns, including aspects of population genetics and probability. We will emphasize subjects of medical interest such as genetic and metabolic disorders, including cytogenetic disorders and genetic testing. This course is primarily lecture-based with the use of workshops to promote learning of selected topics.

CODO 5251 - The Complete DOctor I
3 credit hours
This course is taught by the Department of Family Medicine, Preventive Medicine, and Community Health, with guest content experts as appropriate. 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. 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. 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, and community clinical exposure are some of the unique and effective means of delivery of this curriculum.

HIPA 5211 - Histology and Pathology I

2 credit hours

This course is taught by the Department of Anatomy and spans three semesters. Histology studies the microscopic structure of tissues and organs of the body, while Pathology studies structural and functional abnormalities that manifest as diseases of organs and systems. This course teaches both normal and diseased organ and tissue recognition and function. Histology and Pathology I covers basic tissue types and introduction to basic pathological processes of inflammation, repair, degeneration, necrosis, neoplasia, fluid and electrolyte disturbances, circulatory abnormalities, and immune mechanisms. It lays the foundation for the Internal Medicine course.

IMMU 5131 - Immunology I

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.

MICR 5151 - Medical Microbiology

2.5 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.

OSTE 5171 - Osteopathic Theory & Methods I

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.

PHAR 5191 - Medical Pharmacology I

1.5 credit hours

This course, taught by faculty in the Department of Pharmacology, presents students with the principle pharmacological information they will need to pass the board examinations and practice medicine. The information includes drug mechanism of action, pharmacokinetics, therapeutic uses, adverse effects, contraindications and potential drug-drug interactions. Course content is delivered in several formats, including traditional lectures, iBooks, and application exercises. iBooks replace traditional handouts by not only including lecture materials but also additional content and quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the material. The application exercises use clinical cases in a team-based learning format to enhance understanding of pharmacology of the drugs.

PHYS 5201 - Medical Physiology I

1.5 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.

ULTR 5231 - Clinical Ultrasound I

0.5 credit hour
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.

EMT1 - Semester 2

ANAT 5122 - Human Gross & Developmental Anatomy/Radiology II
4 credit hours
This course is a continuation of ANAT 5121. Prerequisites: ANAT 5121.

PHYS 5202 - Medical Physiology II
3.5 credit hours
This course is a continuation of PHYS 5201. Prerequisites: PHYS 5201.

BIOC 5102 – Medical Biochemistry II
1.5 credit hour
This course is a continuation of BIOC 5101. Prerequisites: BIOC 5101.

HIPA 5111 - Histology and Pathology II
1 credit hours
This course is taught by the Department of Anatomy and spans three semesters. Histology studies the microscopic structure of tissues and organs of the body, while Pathology studies structural and functional abnormalities that manifest as diseases of organs and systems. This course teaches both normal and diseased organ and tissue recognition and function. Histology and Pathology I covers basic tissue types and introduction to basic pathological processes of inflammation, repair, degeneration, necrosis, neoplasia, fluid and electrolyte disturbances, circulatory abnormalities, and immune mechanisms. It lays the foundation for the Internal Medicine course. (EMT)

Courses to be audited for EMT 1Semester 2:
CODO 5252 - The Complete DOctor II
3.5 credit hours
This course is a continuation of CODO 5251. Prerequisites: CODO 5251.

OSTE 5172 - Osteopathic Theory & Methods II
2.5 credit hours
This course is a continuation of OSTE 5171. Prerequisites: OSTE 5171.

ULTR 5232 - Clinical Ultrasound II
0.75 credit hour
This course is a continuation of ULTR 5231. Prerequisites: ULTR 5231.

EMT1 - Semester 3

PHYS 6203 - Medical Physiology III
2 credit hours
This course is a continuation of PHYS 5202. Prerequisites: PHYS 5202.

BIOC 6103 - Human Biochemistry III
1.5 credit hours
This course is a continuation of BIOC 5102. Prerequisites: BIOC 5102.

HIPA 6212 - Histology and Pathology III
2 credit hours
This course is a continuation of Histology and Pathology II and also focuses on systemic histology and pathology. Correlation of pathological conditions with commonly used laboratory tests is discussed. Prerequisite: Histology and Pathology I & II. (EMT). The DO HIPA6212 course is divided between EMT 2 Semester 3 (ENDO/GU) and Semester 5 (PULM/Immuno/Hem-Onc)

Courses to be audited for EMT1 Semester 3:

CODO 6253 - The Complete DOctor III
3 credit hours
This course is a continuation of CODO 5252. Prerequisites: CODO 5252.

OSTE 6173 - Osteopathic Theory & Methods III
3.5 credit hours
This course is a continuation of OSTE 5172. Prerequisites: OSTE 5172.

ULTR 6233 - Clinical Ultrasound III
0.25 credit hour
This course is a continuation of ULTR 5232. Prerequisites: ULTR 5232.

PHAR 5191 - Medical Pharmacology I
1.5 credit hours
This course, taught by faculty in the Department of Pharmacology, presents students with the principle pharmacological information they will need to pass the board examinations and practice medicine. The information includes drug mechanism of action, pharmacokinetics, therapeutic uses, adverse effects, contraindications and potential drug-drug interactions. Course content is delivered in several formats, including traditional lectures, iBooks, and application exercises. iBooks replace traditional handouts by not only including lecture materials but also additional content and quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the

material. The application exercises use clinical cases in a team-based learning format to enhance understanding of pharmacology of the drugs.

EMT1 - Semester 4

PHAR 5192 - Medical Pharmacology II
2 credit hours
This course is a continuation of PHAR 5191. Prerequisites: PHAR 5191.

HIPA 5212 - Histology and Pathology II
1.5 credit hours
This course is a continuation of Histology and Pathology I and focuses on systemic histology and pathology. The course emphasizes organ and tissue structure in both normal and diseased state. It also includes a review of diseases and disease mechanisms in the studied organ systems. Prerequisites: Histology and Pathology I. (EMT)

IDIS 5141 - Infectious Diseases I
1 credit hour
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.

PRMS 5291 - Principles of Medicine and Surgery I
5.5 credit hours
Principles of Medicine and Surgery I will cover the areas of gastroenterology, cardiology/vascular and renal diseases as well as the surgical approach to trauma. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

CODO 5252 - The Complete DOctor II
2.5 credit hours
This course is a continuation of CODO 5251. Prerequisites: CODO 5251.

OSTE 5172 - Osteopathic Theory & Methods II
2.5 credit hours
This course is a continuation of OSTE 5171. Prerequisites: OSTE 5171.

ULTR 5232 - Clinical Ultrasound II
0.75 credit hour
This course is a continuation of ULTR 5231. Prerequisites: ULTR 5231.

CLIN 5261 - Clinical Experiences II
1.75 credit hours
This sixty-hour active learning experience is spent with a physician in a clinic/facility. The student will assist the physician and their staff, observe how the physician interacts with patients and staff, and contribute to the provision of care on-site.

PFAS 5001 - Performance Assessment I
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.

EMT1 - Semester 5

PHAR 6193 - Medical Pharmacology III
2.5 credit hours
This course is a continuation of PHAR 5192. Prerequisites: PHAR 5192.

HIPA 6213 - Histology and Pathology III
2.5 credit hours
This course is a continuation of Histology and Pathology II and also focuses on systemic histology and pathology. Correlation of pathological conditions with commonly used laboratory tests is discussed. Prerequisite: Histology and Pathology I & II. (EMT). The DO HIPA6213 course is divided between EMT 1 Semester 3 (Histology content) and Semester 5 (Pathology content).

IDIS 6142 - Infectious Diseases II
1.5 credit hours

PRMS 6292 - Principles of Medicine and Surgery II
6 credit hours
Principles of Medicine and Surgery II is a continuation of PRMS 5291 and will cover the areas of pulmonology, endocrinology, rheumatology, and hematology/oncology as well as ENT and breast surgery. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

IMMU 6132 - Immunology II
1 credit hour
This course is a continuation of IMMU 5131. Prerequisites: IMMU 5131.

CODO 6253 - The Complete DOctor III

3 credit hours
This course is a continuation of CODO 5252. Prerequisites: CODO 5252.

OSTE 6173 - Osteopathic Theory & Methods III
3.5 credit hours
This course is a continuation of OSTE 5172. Prerequisites: OSTE 5172.

ULTR 6233 - Clinical Ultrasound III
0.25 credit hour
This course is a continuation of ULTR 5232. Prerequisites: ULTR 5232.

OBGY 6261 - Obstetrics and Gynecology
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.

EMT1 - Semester 6

CMLX 6500 - COMLEX Level I Preparation
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.

CODO 6254 - The Complete DOctor IV
3 credit hours
This course is a continuation of CODO 6253. Prerequisites: CODO 6253.

DERM 6271 - Dermatology
1.5 credit hours
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.

IDIS 6143 - Infectious Diseases III
1 credit hour

NEUR 6281 - Neuroscience
8.5 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.

OSTE 6174 - Osteopathic Theory & Methods IV
2.5 credit hours
This course is a continuation of OSTE 6173. Prerequisites: OSTE 6173.

PFAS 6001 - Performance Assessment II
0 credits
This course is a continuation of PFAS 5001. Prerequisites: PFAS 5001 and successful completion of year two curriculum.

ULTR 6234 - Clinical Ultrasound IV
0.25 credit hour
This course is a continuation of ULTR 6233. Prerequisites: ULTR 6233.

EMT1 - Semesters 7 & 8: Clinical Rotations & Courses
Students are required to take 57 credit hours in the third year.

TYPA 7512 - Performance Assessment III
1 credit hour
Performance Assessment III (PA III) testing is a summative evaluation of the student's patient assessment skills, including, but not limited to, physical examination (including appropriate osteopathic structural exam and treatment), history-taking, communication, critical thinking, and medical documentation. It is a preparatory and diagnostic experience for the COM to attest students have demonstrated the fundamental osteopathic clinical skills necessary for graduation.

CMLX 7500 - COMLEX Level 2CE
4 credit hours
The goal of this course is to facilitate student preparation and successful completion of COMLEX Level 2CE.

FNCH 7400 - Foundations of Community Health
1 credit hour
The Foundations of Community Health course is designed to prepare physicians who are well-prepared to practice in and lead transforming health systems and hold a rich awareness of patient-centered care planning, demonstrable primary care workforce competencies, and leadership capacity to educate future health care team members in conversion to the medical home model of care.

HSCA 7510 - Health Systems & Communications

4 credit hours

This course is comprised of multiple elements, including Introduction to Healthcare Financing, Institute for Healthcare Improvement (IHI), Scholarly Report 1, Journal Club Presentation, and Oral Case Study Presentations.

OPPC 7171 - Advanced Osteopathic Principles and Practice

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.

OPPC 7172 - Advanced Osteopathic Principles and Practice

3 credit hours

This course is a continuation of OPPC 7171 and includes OPP COMAT. Prerequisites: OPPC 7171.

Third Year CORE Clinical Rotations:

- CORE 7500- Family Medicine – **8 credit hours**
- CORE 7503 - Internal Medicine – **8 credit hours**
- CORE 7507 - OB/GYN – **4 credit hours**
- CORE 7502 - Pediatrics – **4 credit hours**
- CORE 7505 - Psychiatry – **4 credit hours**
- CORE 7506 - Surgery – **4 credit hours**

Third Year REQUIRED Clinical Rotations:

- REQD 8515 - Emergency Medicine - **4 credit hours**

Third Year Elective Rotations:

- Elective Rotations (6 weeks) - **6 credit hours**

EMT1 - Semester 9 & 10: Clinical Rotations and Courses

Students are required to take 49 credit hours in the fourth year. A complete list of clinical electives is available in the ATSU-KCOM Student Manual.

OPPC 8173 - Advanced Osteopathic Principles and Practice

2 credit hours

This course is a continuation of OPPC 7172. Prerequisites: OPPC 7172.

WRCS 8443 - Scholarly Report 2

1 credit hour

In this course, students will acquire key skills through inquiry, discovery, and consideration of a patient, condition or population, and present their findings in a formal method to others.

Fourth Year Clinical Rotations - Electives

- ELEC 8000 - 8900 – **46 credit hours**
  (Includes a 2 week board study elective that can be used in the 3rd or 4th year and a 2 week GME elective that can be used in the 4th year)

Doctor of Osteopathic Medicine - Enhanced Mastery Track-2

The Enhanced Mastery Track-2 (EMT2) curriculum will begin after Semester 2 (S2) for students with academic areas needing improvement. Students enrolled in the EMT2 will engage in a separate curricular pathway composed of several organ systems blocks distributed across four semesters and interspersed with mastery-oriented case studies to scaffold learning. The total duration of the didactic curriculum (non-clinical rotation) will span 6 semesters. Students enrolled in the EMT2 due to academic challenges are required to complete longitudinal Evidence Based Learning Strategies modules that have been designed to improve academic performance and meet the goal of information mastery. EMT2 begins after completion of Semesters 1 and 2 with the regular student cohort.

EMT2 - Semester 1

ANAT 5121 - Human Gross & Developmental Anatomy/Radiology I

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.

BIOC 5101 - Medical Biochemistry I

3.5 credit hours

Biochemistry I introduces the molecular basis of cell function and the biochemical basis of structure and function of the body. Special attention is given to disease states caused by biochemical, bio-molecular, and genetic abnormalities. We will cover medical genetics in the areas of

inheritance patterns, including aspects of population genetics and probability. We will emphasize subjects of medical interest such as genetic and metabolic disorders, including cytogenetic disorders and genetic testing. This course is primarily lecture-based with the use of workshops to promote learning of selected topics.

CODO 5251 - The Complete DOctor I

3 credit hours

This course is taught by the Department of Family Medicine, Preventive Medicine, and Community Health, with guest content experts as appropriate. 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. 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. 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, and community clinical exposure are some of the unique and effective means of delivery of this curriculum.

HIPA 5211 - Histology and Pathology I

2 credit hours

This course is taught by the Department of Anatomy and spans three semesters. Histology studies the microscopic structure of tissues and organs of the body, while Pathology studies structural and functional abnormalities that manifest as diseases of organs and systems. This course teaches both normal and diseased organ and tissue recognition and function. Histology and Pathology I covers basic tissue types and introduction to basic pathological processes of inflammation, repair, degeneration, necrosis, neoplasia, fluid and electrolyte disturbances, circulatory abnormalities, and immune mechanisms. It lays the foundation for the Internal Medicine course.

IMMU 5131 - Immunology I

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.

MICR 5151 - Medical Microbiology

2.5 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.

OSTE 5171 - Osteopathic Theory & Methods I

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.

PHAR 5191 - Medical Pharmacology I

1.5 credit hours

This course, taught by faculty in the Department of Pharmacology, presents students with the principle pharmacological information they will need to pass the board examinations and practice medicine. The information includes drug mechanism of action, pharmacokinetics,

therapeutic uses, adverse effects, contraindications and potential drug-drug interactions. Course content is delivered in several formats, including traditional lectures, iBooks, and application exercises. iBooks replace traditional handouts by not only including lecture materials but also additional content and quiz questions. These quiz questions uniquely allow students to self-assess their understanding of the material. The application exercises use clinical cases in a team-based learning format to enhance understanding of pharmacology of the drugs.

PHYS 5201 - Medical Physiology I

1.5 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.

ULTR 5231 - Clinical Ultrasound I

0.5 credit hour

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.

EMT2 - Semester 2

ANAT 5122 - Human Gross & Developmental Anatomy/Radiology II

4 credit hours

This course is a continuation of ANAT 5121. Prerequisites: ANAT 5121.

BIOC 5102 - Medical Biochemistry II

1.5 credit hour

This course is a continuation of BIOC 5101. Prerequisites: BIOC 5101.

CODO 5252 - The Complete DOctor II

2.5 credit hours

This course is a continuation of CODO 5251. Prerequisites: CODO 5251.

HIPA 5212 - Histology and Pathology II

2.5 credit hours

This course is a continuation of Histology and Pathology I and focuses on systemic histology and pathology. The course emphasizes organ and tissue structure in both normal and diseased state. It also includes a review of diseases and disease mechanisms in the studied organ systems. Prerequisites: Histology and Pathology I.

IDIS 5141 - Infectious Diseases I

1 credit hour

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.

OSTE 5172 - Osteopathic Theory & Methods II

2.5 credit hours

This course is a continuation of OSTE 5171. Prerequisites: OSTE 5171.

PHAR 5192 - Medical Pharmacology II

2 credit hours

This course is a continuation of PHAR 5191. Prerequisites: PHAR 5191.

PHYS 5202 - Medical Physiology II

3.5 credit hours

This course is a continuation of PHYS 5201. Prerequisites: PHYS 5201.

PRMS 5291 - Principles of Medicine and Surgery I

5.5 credit hours

Principles of Medicine and Surgery I will cover the areas of gastroenterology, cardiology/vascular and renal diseases as well as the surgical approach to trauma. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes.

ULTR 5232 - Clinical Ultrasound II

0.75 credit hour

This course is a continuation of ULTR 5231. Prerequisites: ULTR 5231.

EMT2 - Semester 3

BIOC 6102 - Human Biochemistry III

0.5 credit hours
This course is a continuation of BIOC 5102. Prerequisites: BIOC 5102. (EMT)

HIPA 6212 - Histology and Pathology III
1.5 credit hours
This course is a continuation of Histology and Pathology II and also focuses on systemic histology and pathology. Correlation of pathological conditions with commonly used laboratory tests is discussed. Prerequisite: Histology and Pathology I & II. (EMT). The DO HIPA6212 course is divided between EMT 2 Semester 3 (ENDO/GU) and Semester 5 (PULM/Immuno/Hem-Onc)

IDIS 6141 - Infectious Diseases II
0.5 credit hours

OBGY 6261 - Obstetrics and Gynecology
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.

PHAR 6192 - Medical Pharmacology III
1 credit hours
This course is a continuation of PHAR 5192. Prerequisites: PHAR 5192. (EMT)

PHYS 6201 - Medical Physiology III
1 credit hours
This course is a continuation of PHYS 5202. Prerequisites: PHYS 5202. (EMT)

PRMS 6291 - Principles of Medicine and Surgery II
1.5 credit hours
Principles of Medicine and Surgery II is a continuation of PRMS 5291 and will cover the areas of pulmonology, endocrinology, rheumatology, and hematology/oncology as well as ENT and breast surgery. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes. (EMT)

EMCC 5100 - Enhanced Mastery Case Connect
7 credit hours
The Enhanced Mastery Case Connect directed studies style review course combines application of knowledge from prior blocks with review of explanatory sciences information using a case-oriented review and board-style assessment items. It will be an active learning course with face-to-face recitation sessions and will rely on library resources curated by faculty in conjunction with academic fellows.

Courses to be audited for EMT2 - Semester 3

CODO 6253 - The Complete DOctor III
3 credit hours
This course is a continuation of CODO 5252. Prerequisites: CODO 5252.

OSTE 6173 - Osteopathic Theory & Methods III
3.5 credit hours
This course is a continuation of OSTE 5172. Prerequisites: OSTE 5172.

ULTR 6233 - Clinical Ultrasound III
0.25 credit hour
This course is a continuation of ULTR 5232. Prerequisites: ULTR 5232.

EMT2 - Semester 4

CODO 6254 - The Complete DOctor IV
3 credit hours
This course is a continuation of CODO 6253. Prerequisites: CODO 6253.

DERM 6271 - Dermatology
1.5 credit hours
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.

IDIS 6143 - Infectious Diseases III
1 credit hour

EMCC 5200 - Enhanced Mastery Case Connect
7 credit hours
This course is a continuation of EMCC5100.

Courses to be audited for EMT2 Semester 4:

NEUR 6281 - Neuroscience
8.5 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.

OSTE 6174 - Osteopathic Theory & Methods IV
2.5 credit hours
This course is a continuation of OSTE 6173. Prerequisites: OSTE 6173.

ULTR 6234 - Clinical Ultrasound IV
0.25 credit hour
This course is a continuation of ULTR 6233. Prerequisites: ULTR 6233.

EMT2 - Semester 5

BIOC 6103 – Medical Biochemistry III
1 credit hours
This course is a continuation of BIOC 5102. Prerequisites: BIOC 5102. (EMT)

CODO 6253 - The Complete DOctor III
3 credit hours
This course is a continuation of CODO 5252. Prerequisites: CODO 5252.

HIPA 6213 - Histology and Pathology III
2.5 credit hours
This course is a continuation of Histology and Pathology II and also focuses on systemic histology and pathology. Correlation of pathological conditions with commonly used laboratory tests is discussed. Prerequisite: Histology and Pathology I & II. (EMT). The DO HIPA6213 course is divided between EMT 1 Semester 3 (Histology content) and Semester 5 (Pathology content).

IDIS 6142 - Infectious Diseases II
1 credit hours

IMMU 6132 - Immunology II
1 credit hour
This course is a continuation of IMMU 5131. Prerequisites: IMMU 5131.

OSTE 6173 - Osteopathic Theory & Methods III
3.5 credit hours
This course is a continuation of OSTE 5172. Prerequisites: OSTE 5172.

PHAR 6193 - Medical Pharmacology III
1.5 credit hours
This course is a continuation of PHAR 5192. Prerequisites: PHAR 5192. (EMT)

PHYS 6203 - Medical Physiology III
1 credit hours
This course is a continuation of PHYS 5202. Prerequisites: PHYS 5202. (EMT)

PRMS 6292 - Principles of Medicine and Surgery II
6 credit hours
Principles of Medicine and Surgery II is a continuation of PRMS 5291 and will cover the areas of pulmonology, endocrinology, rheumatology, and hematology/oncology as well as ENT and breast surgery. By the end of the course, the student should be able to understand these areas by determining the appropriate differential diagnosis, understand the pertinent pathophysiology, the basics of treatment, surgical and non-surgical management, and outcomes. (EMT)

ULTR 6233 - Clinical Ultrasound III
0.25 credit hour
This course is a continuation of ULTR 5232. Prerequisites: ULTR 5232.

EMCC 6100 - Enhanced Mastery Case Connect
7 credit hours
This course is a continuation of EMCC5200.

EMT2 - Semester 6

CMLX 6500 - COMLEX Level I Preparation
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.

NEUR 6281 - Neuroscience
8.5 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.

OSTE 6174 - Osteopathic Theory & Methods IV
2.5 credit hours
This course is a continuation of OSTE 6173. Prerequisites: OSTE 6173.

PFAS 6001 - Performance Assessment II
0 credits
This course is a continuation of PFAS 5001. Prerequisites: PFAS 5001 and successful completion of year two curriculum.

ULTR 6234 - Clinical Ultrasound IV
0.25 credit hour
This course is a continuation of ULTR 6233. Prerequisites: ULTR 6233.

EMCC 6200 - Enhanced Mastery Case Connect
4 credit hours
This course is a continuation of EMCC6100.

Courses to be audited for EMT2 Semester 6:

CODO 6254 - The Complete DOctor IV
3 credit hours
This course is a continuation of CODO 6253. Prerequisites: CODO 6253.

IDIS 6143 - Infectious Diseases III
1 credit hour

EMT2 - Semesters 7 & 8: Clinical Rotations & Courses

Students are required to take 57 credit hours in the third year.

TYPA 7512 - Performance Assessment III
1 credit hour
Performance Assessment III (PA III) testing is a summative evaluation of the student's patient assessment skills, including, but not limited to, physical examination (including appropriate osteopathic structural exam and treatment), history-taking, communication, critical thinking, and medical documentation. It is a preparatory and diagnostic experience for the COM to attest students have demonstrated the fundamental osteopathic clinical skills necessary for graduation.

CMLX 7500 - COMLEX Level 2CE
4 credit hours
The goal of this course is to facilitate student preparation and successful completion of COMLEX Level 2CE.

FNCH 7400 - Foundations of Community Health
1 credit hour
The Foundations of Community Health course is designed to prepare physicians who are well-prepared to practice in and lead transforming health systems and hold a rich awareness of patient-centered care planning, demonstrable primary care workforce competencies, and leadership capacity to educate future health care team members in conversion to the medical home model of care.

HSCA 7510 - Health Systems & Communications
4 credit hours
This course is comprised of multiple elements, including Introduction to Healthcare Financing, Institute for Healthcare Improvement (IHI), Scholarly Report 1, Journal Club Presentation, and Oral Case Study Presentations.

OPPC 7171 - Advanced Osteopathic Principles and Practice
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.

OPPC 7172 - Advanced Osteopathic Principles and Practice
3 credit hours
This course is a continuation of OPPC 7171 and includes OPP COMAT. Prerequisites: OPPC 7171.

Third Year CORE Clinical Rotations:
- CORE 7500- Family Medicine – 8 credit hours
- CORE 7503 - Internal Medicine – 8 credit hours
- CORE 7507 - OB/GYN – 4 credit hours
- CORE 7502 - Pediatrics – 4 credit hours
- CORE 7505 - Psychiatry – 4 credit hours
- CORE 7506 - Surgery – 4 credit hours

Third Year REQUIRED Clinical Rotations:
- REQD 8515 - Emergency Medicine - 4 credit hours

Third Year Elective Rotations:
- Elective Rotations (6 weeks) - 6 credit hours

EMT2 - Semester 9 & 10: Clinical Rotations and Courses

Students are required to take 49 credit hours in the fourth year. A complete list of clinical electives is available in the ATSU-KCOM Student Manual.

OPPC 8173 - Advanced Osteopathic Principles and Practice

2 credit hours

This course is a continuation of OPPC 7172. Prerequisites: OPPC 7172.

WRCS 8443 - Scholarly Report 2

1 credit hour

In this course, students will acquire key skills through inquiry, discovery, and consideration of a patient, condition or population, and present their findings in a formal method to others.

Fourth Year Clinical Rotations - Electives

- ELEC 8000 - 8900 – 46 credit hours
  (Includes a 2 week board study elective that can be used in the 3rd or 4th year and a 2 week GME elective that can be used in the 4th year)

Biomedical Sciences, MS

Master of Science in Biomedical Sciences

The Biomedical Sciences program provides an opportunity for aspiring health science career individuals to become better prepared for professional studies in medicine, education, and/or research. ATSU-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.

Length of Program

The MS in Biomedical Sciences program consists of 32.5 credit hours and can be completed in two years. The credit hour total consists of 18.5 core credits, a minimum of 9 thesis research credit hours, and a minimum of 5 elective credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class start 2026-27, year 1
Tuition: $12,842
Student Technology Fee: $1,484 - only payable in year 1

Class start 2025-26, year 2
Tuition: $4,280
Student Technology Fee: $0

Extended students, year 3
Tuition: $100
Student Technology Fee: $0

*The total tuition for years 1 and 2 is $17,122. ($12,842 for the 1st year and $4,280 for the 2nd year)

Admissions

Application process

Applicants must apply through PostbacCAS. Instructions are included on how to complete the application and provide us with all required documentation. 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 an institution accredited by a US Department of Education institutional accreditor prior to matriculation.
2. Applicants must have achieved a minimum 2.65 cumulative GPA 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. Applicants must submit two (2) letters of recommendation. One must be from a college science professor or academic advisor. The second letter must be from either a physician, a dentist, or a science professor.
6. 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 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 Enrollment Services 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.

7. ATSU-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.

Transfer Student Admission

Please visit the Transfer Credit section for information on transferring into 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 of Medical Education in consultation with the Graduate Program 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 ATSU-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 either on-campus or remotely (e.g., zoom as determined by Admissions) 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 ATSU-KCOM of their intention to enroll. Accepted students must submit the following to Admissions prior to matriculation.

- Signed admission agreement
- Non-refundable deposits
- Copies of official transcripts from every institution attended
- Immunization record
- Criminal background check through the University approved vendor
- Proof of health insurance form

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

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.

Minimal Technical Standards

Biomedical Sciences (BMS) Program at 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. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards are encouraged to contact Learning Resources and Accommodation Services.

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. 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 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, adapt to changing environments, display flexibility, and 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 here: Minimal Technical Standards. 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 Resources & Accommodation Services have no bearing on the application process. You may contact the Director of Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or by phone at 660.626.2774.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice Chancellor of 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 Resources and Accommodation Services. Please see the University Student Handbook for information on how to apply for academic adjustments or email accommodations@atsu.edu.

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 of 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 a 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 4 voting faculty members representing each basic science department. 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 Registrar, representative(s) of the residential Admissions team, and a second year BMS student approved by the Graduate Program Committee. The 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 ATSU-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 seven 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.
- The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the **Academic Appeals policy: Promotion and/or Dismissal Decisions**.

Academic Probation

Biomedical Sciences students who have failed any course are 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 students in concentrating on improvement in their 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 ATSU-KCOM must meet the following requirements for graduation. Each student must have:

- Successfully completed their 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.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Biological Scientists, All Other 19-1029.00; Bioinformatics Scientists 19-1029.01; Biologists 19-1029.04; Life Scientists, All Other 19-1099.00.

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, ATSU-KCOM offers 3 personal days per academic year for students. All absences and personal days require prior approval by the Assistant Dean of Academic Affairs. The electronic absence request form is located on the ATSU-KCOM Student Manual (see attendance years 1-4) or the ATSU Go/KCOM app (attendance icon).

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 Assistant Dean of Academic Affairs via the ATSU-KCOM excused absence request 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-stakes exams (e.g., section exams, practicals, finals) will be limited and require advance approval by the Office of Academic Affairs. Each student is responsible for their own academic progress.

Examples of absences not counted as personal days:

- Medical excused absences (with proper documentation)
- Absences to attend funerals
- 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 programs.

The curriculum for the Biomedical Sciences program includes a minimum of 32.5 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 advisor and advisory committee.

Courses

Descriptions and Credit Values

A typical course schedule consists of the following. Additional course options may be available and listed below under Other Courses.

*Indicates possible choice to meet the elective course requirements.

First Year: Fall Semester

BMSC 5100 - Biochemistry I

3.5 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.

BMSC 5200 - Immunology

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. Prerequisite: Human Biochemistry I

BMSC 5220 - Microbiology

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.

BMSC 5240 - Physiology I

1.5 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.

BMSC 5400 - Techniques in Biomedical Science

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.

BMSC 5410 - Introduction to Research Design

1.5 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.

BMSC 5420 - Data Analysis & Biostatistics

2.5 credit hours

This is a course in experimental design, methodology, and statistical analysis.

BMSC 5460 - Ethics in Biomedical Research

1.5 credit hours

This course involves presentation and discussion of ethical issues to be considered in biomedical research.

BMSC 5480 - Critical Reading for Biomedical Science

1.5 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.

BMSC 5500 - Topics in Biomedical Science

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.

BMSC 5550 - Diversity in Biomedical Sciences

0 credit hours

First Year: Spring Semester

BMSC 5120 - Biochemistry II

1.5 credit hour

This course is a continuation of BMSC 510. Prerequisite: Human Biochemistry I

BMSC 5160 - Histology I

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.

BMSC 5180 - Histology II

1 credit hour

This course can be taken by a graduate student with approval of the chair of anatomy.

BMSC 5260 - Physiology II

3.5 credit hours

This is a continuation of BMSC 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

BMSC 5440 - Grant Writing

1 credit hour

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.

BMSC 5450 - Oral Presentation

0.5 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.

BMSC 7010-7050 - Biomedical Science Thesis Research

9 credit hours minimum to 15 credit hours maximum, with 1-5 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.

Second Year: Fall Semester

BMSC 5130 - Biochemistry III

1.5 credit hours

This course is a continuation of BMSC 512. Prerequisite: Human Biochemistry II

BMSC 5190 - Histology III

1.5 credit hours

This course can be taken by a graduate student with approval of the chair of anatomy.

BMSC 5310 - Physiology III

2 credit hours

This is a continuation of BMSC 526. 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

BMSC 7010-7050 - Biomedical Science Thesis Research

9 credit hours minimum to 15 credit hours maximum, with 1-5 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.

Second Year: Spring Semester

BMSC 5610 - Thesis Seminar

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. Fulfillment of all other planned course work needed for completion of the Biomedical Sciences program, except Thesis Research.

BMSC 7010-7050 - Biomedical Science Thesis Research

9 credit hours minimum to 15 credit hours maximum, with 1-5 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.

Other Courses

BMSC 5320 - Graduate Pharmacology

1 credit hour

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: Biochemistry I and II

MOSDOH

ATSU | Missouri School of Dentistry & Oral Health

Missouri School of Dentistry & Oral Health

Dear Dental Students,

I am honored to welcome and congratulate you for choosing the Missouri School of Dentistry and Oral Health (MOSDOH) for your professional education. Your experience at ATSU-MOSDOH will be premier in scope. Not only will you receive an outstanding education but through your involvement in community service, you will emerge as an excellent leader 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 a 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 ATSU-MOSDOH's commitment to graduate community leaders who 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 ATSU-MOSDOH graduates, you will help to advance the dental profession through your contributions to dental practice, research, and service.

We are proud to have you join the ATSU-MOSDOH family. Best wishes to you as you pursue your professional goals.

Sincerely,

Kneka Smith, EdD, MPH, '19
Dean - Missouri School of Dentistry & Oral Health

Contact ATSU-MOSDOH

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www.atsu.edu/mosdoh

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About ATSU-MOSDOH

ATSU-MOSDOH offers students a contemporary dental education guided by an exceptional cadre of motivated administrators, faculty and staff 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. 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.

In the first and second year, students receive foundational knowledge in the basic sciences, didactic instruction, preclinical and early clinical experiences. Third-year students work side-by-side with licensed dentists in our St. Louis clinic. Fourth-year rotations at community-based dental clinics may include experiences at a community health center, and Indian Health Service clinic. Additionally, students who enter the program and do not have either a certificate or master's degree in public health earn a certificate in public health with dental emphasis while enrolled at ATSU-MOSDOH.

ATSU-MOSDOH Mission Statement

A.T. Still University-Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) is an innovative and socially responsible institution committed to whole person health, educational excellence, research and scholarly activities, community service, diversity and inclusion, leadership, and technology. Graduates are prepared to serve communities in need while engaging in lifelong learning.

Program Accreditation

Effective August 3, 2017, the Doctor of Dental Medicine (DMD) degree program has been granted full accreditation without any reporting recommendations by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653.

Student Complaints

Students may file complaints about the four-year predoctoral dental program with the Associate Dean, Academic Affairs and Research. The Office of Academic Affairs will work with students to verify complaints and seek resolutions. Students may also file an anonymous complaint by using the Student Complaint link on the MOSDOH Student Portal. All student complaints will be logged and made available on-site to the CODA visit committee at the next regularly scheduled CODA site visit.

Student Filing of Complaints to CODA

Students enrolled in the DMD program may file a complaint regarding the School's adherence to the Predoctoral Education Standards by contacting the Commission on Dental Accreditation at: Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653.

Predoctoral Program Competencies

Professionalism (*CODA 2-10, 2-11, 2-17, 2-21)*
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.

Scientific Practice *(CODA 2-10, 2-11, 2-18, 2-22)*
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.

Human Sciences (CODA 2-10, 2-12, 2-13, 2-14)
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.

Behavioral Sciences *(CODA 2-16, 2-17, 2-23, 2-24 e,d)*
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.

Treatment Planning *(CODA 2-10, 2-24 a, c, o, 2-25)*
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.

Patient Care *(CODA 2-10, 2-22, 2-23, 2-24 b, c, d, e, f, g, h, i, j, k, l, m, n, o; 2-25, 2-26)*
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).

Practice Management *(CODA 2-18, 2-19, 2-20)*
Apply principles and philosophies of patient management, models of health care delivery and leadership of an oral health care team.

Public Health *(CODA 2-10, 2-18, 2-26)*
Work collaboratively to assess, address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance.

Interprofessional Practice *(CODA 2-19, 2-20, 2-24 c)*
Function effectively, respectfully and ethically in an interprofessional team to plan and deliver patient-/population-centered care.

School Policies

Grading

ATSU-MOSDOH programs adhere to the **University grading scale**. Grading details for each course are outlined in the course syllabi.

International Student Admission

All ATSU-MOSDOH applicants must be U.S. citizens or permanent residents.

Dental Medicine, DMD

Doctor of Dental Medicine

Length of Program

The ATSU-MOSDOH Doctor of Dental Medicine program is a four-year residential program comprised of 238 credit hours.

Tuition and Fees

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Doctor of Dental Medicine, DMD

Class of 2030, year 1
Tuition: $97,266
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $11,050

Class of 2029, year 2
Tuition: $97,266
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $10,600

Class of 2028, year 3
Tuition: $97,266
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $7,582

Class of 2027, year 4
Tuition: $97,266
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $7,034

Advanced Standing International Dentist Program

Class of 2029, non-degree seeking (January Start)
Tuition: $48,634
Student Technology Fee: $742
Medical Equipment & Lab Fee:

Class of 2028, year 1
Tuition: $97,266
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $7,582

Class of 2027, year 2
Tuition: $97,266
Student Technology Fee: $1,484
Medical Equipment & Lab Fee: $7,034

Admissions

ATSU-MOSDOH is dedicated to recruiting and selecting students interested in enhancing their knowledge and professional practice skills, and academic status by obtaining a doctoral degree. Selection is based on a holistic review of several criteria including: cumulative and science grade point average, recommendations, community service benefiting underserved populations, volunteerism, shadowing in dentistry, dental admissions test (DAT) scores, and personal interviews.

Application Process

ATSU-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. Applicants meeting the minimum GPA requirements will be sent instructions to complete an online secondary application.

Admission Requirements

Applicants for admission to the first-year DMD class must meet the following requirements prior to matriculation:

1. Have achieved a minimum cumulative and science grade point average of 2.50 on a four-point scale.
2. Complete a minimum of three years college or university coursework from a school accredited by a US Department of Education institutional accreditor in the United States (90 semester hours or 135 quarter hours); a baccalaureate degree from an accredited institution is preferred.
3. Complete one full academic year or the equivalent in each of the following with a final grade of C or above prior to matriculation. All pre-requisite course work must be completed from a US institution accredited by a US Department of Education institutional accreditor.
    1. General Biology: 8 semester hours with lab (12 quarter hours).
    2. General Chemistry: 8 semester hours with lab (12 quarter hours).
    3. Organic Chemistry: 8 semester hours with lab (12 quarter hours).
    4. Human Physiology: 3 semester hours (4 quarter hours).
    5. Biochemistry: 3 semester hours (4 quarter hours) – upper division.
    6. Physics (algebra-based): 8 semester hours with lab (12 quarter hours).
    7. Human Anatomy: 3 semester hours (4 quarter hours).
    8. English Composition/Technical Writing: Minimum of 3 semester hours (4 quarter hours).
4. Submit US Dental Admissions Test (DAT) scores that have been taken within three years from the date of application.

5. Submit a minimum of two letters of recommendation.
    1. One letter from a pre-medical committee/health professions advisor or science faculty member, and
    2. One letter from a dentist.
6. Hold US citizenship

Transfer Student Admission

ATSU-MOSDOH may consider transfer students on a case-by-case basis. Please contact Admissions for more information at admissions@atsu.edu or 660.626.2237.

Transfer Credit

For students who matriculate as first year dental students, ATSU-MOSDOH does not accept previous course credit. Transfer credit may be considered for transfer students on a case-by-case basis

Selection of Applicants

The Admissions Committee seeks those individuals capable of meeting the academic standards of ATSU-MOSDOH and its program. Completed applications in compliance with the minimum admission requirements are reviewed on the quality of academic performance, clinical exposure, community service to underserved populations, 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 Enrollment Services prior to matriculation.

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

- Signed admission agreement
- Non-refundable deposits
- Copies of official transcripts from every institution attended
- Immunization record
- Criminal background check through the University approved vendor
- Proof of health insurance form

After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

Still Scholars Early Assurance Program

ATSU-MOSDOH's Still Scholars Early Assurance Program rewards highly capable undergraduate students who are dedicated to the dental profession with an early assurance of admittance into ATSU-MOSDOH. An application specific to the Still Scholars Program, along with letters of recommendation and official transcripts for all completed college coursework must be submitted to ATSU Admissions. Selection is based on a holistic review of several criteria including: cumulative and science grade point average, dental and shadowing experiences, commitment to serving underserved populations, volunteerism, letters of recommendation, and personal interviews.

Students accepted into the Still Scholars program are exempt from taking the Dental Admissions Test (DAT), and must agree not to apply to any other dental schools as a Still Scholars student. The below requirements must be met prior to matriculation into ATSU-MOSDOH:

1. Maintain a minimum 3.4 cumulative GPA and a minimum 3.4 science GPA.
2. Maintain full-time student status throughout the duration of the Still Scholars program.
3. Earn a BA/BS Degree from an undergraduate institution accredited by a US Department of Education institutional accreditor.
4. Complete all required pre-requisite coursework with a B or higher.
5. Continue to gain significant dental experience/exposure (200 hours or more recommended with at least 50 hours gained throughout the first year of the Still Scholars program).
6. Continue involvement in significant community service/leadership opportunities (100 hours or more recommended).
7. Participated in the Still Scholars Course.
8. Complete AADSAS application.
9. Complete ATSU-MOSDOH secondary application.
10. Participate in a final pre-matriculation interview.

Selection of Applicants

The admissions committee seeks those individuals capable of meeting the academic standards of ATSU-MOSDOH and its program. Completed applications in compliance with the minimum admission requirements are reviewed on the quality of academic performance, clinical exposure, community service to underserved populations, extracurricular activities, work and life experiences, interest in dentistry and oral health, and recommendations.

Applicants who reach the final phase of the selection process will be invited 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.

Accepted students must submit the following to Admissions prior to matriculation:

- Signed admission agreement
- Non-refundable deposits

- Copies of official transcripts from every institution attended
- Immunization record
- Criminal background check through the University approved vendor
- Proof of health insurance form

After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

International Student Admission

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

Advanced Standing Admission

Advanced Standing International Dentist Track (ASID)

The Advanced Standing International Dentist Track (ASID), at ATSU-MOSDOH is designed to enable qualified dentists educated outside the United States to earn a Doctor of Dental Medicine (DMD) degree.

ASID Track Application Process

ATSU-MOSDOH participates in the American Dental Education Association Centralized Application for Advanced Placement for International Dentists (ADEA CAAPID). Applications may be completed at https://caapid.cas.myliaison.com/. The primary application deadline is May 15th.

ASID Track Admission Requirements

Applicants for admission to the Advanced Standing International Dentist Track must meet the following requirements prior to matriculation:

1. Applicants must be U.S. citizens or permanent U.S. residents.
2. Applicants must have the equivalent of a DMD degree from a foreign dental school granting a BDS, DDS, or DMD degree or equivalent.
3. Applicants must provide official copies of all transcripts from all schools (colleges, universities, and dental schools) attended, in addition to official copies of diplomas and/or degrees, and/or dental specialty certificates from the applicant's dental school.
    1. All foreign transcripts and academic credentials are required to have an evaluation report on a course-by-course basis by Educational Credential Evaluators (ECE). | P.O. Box 514070 Milwaukee, WI 53203-3470 | 414.289.3400
4. Applicants must have a minimum dental school GPA of 3.0 evaluated by ECE.
5. Applicants must submit a minimum of three letters of recommendation from:
    1. A supervisor or a shadowing dentist,
    2. Another dental professional, and
    3. An individual of the applicant's choice.
6. Applicants must have passed both the Joint Commission on National Dental Examinations Part I (NBDE-I) and Part II (NBDE-II) of the National Board Dental Examinations or the Integrated National Board Dental Examination (INBDE).
    1. The Dental Admission Test (DAT) is not required.
7. All students are required to demonstrate proficiency in English when applying. All non-native English- speaking applicants must take the TOEFL (iBT) with a minimum score of 90 (before January 2026) or 4.5 (starting January 2026). Only computer-based TOEFL scores are accepted (no paper-based). The "MyBest Score" and "Home Edition" for the TOEFL are accepted. Only scores from TOEFL exams taken after July 1, 2021 will be considered. The testing agency must submit original TOEFL scores directly to ADEA CAAPID.
8. Applicants must provide a copy of a current or expired license to practice dentistry from their home country.
9. Applicants must have a minimum of two years of unsupervised experience practicing dentistry in their home country.

Applicants must successfully complete ASID 6901 - Integrated Didactic and Clinical Simulation, during the spring semester immediately preceding the start of the D3 year of the MOSDOH DMD curriculum. Upon successful completion of all program requirements, prerequisites, and the Non-Degree Seeking Course—and with approval from the course director—applicants will be granted admission and enrolled in the ATSU-MOSDOH DMD program beginning in the fall semester of the D3 year.

The applicant will be subject to all D3 and D4 experiences, activities, courses and requirements etc. as published for Graduation Requirements.

ATSU-MOSDOH Advanced Standing Credit

Advanced standing credit is defined at ATSU-MOSDOH as credit awarded based on a prior education and/or learning assessment. Upon completion of the ASID track, Advanced Standing credit will be awarded for listed courses in the MOSDOH D1 and D2 curriculum.

DMD & MPH Dual Degree Program

ATSU and ATSU-MOSDOH are proud of the highly successful dual degree program available to dental school students. ATSU-MOSDOH and ATSU-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 comprises a total of fifteen courses. The opportunity to continue with the MPH with Dental Emphasis degree program begins when a

student has completed at least 80% of the Public Health Certificate.

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. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. 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 to successfully complete the course of study, including didactic, simulation and a variety of clinical scenarios to receive the full benefit of the program. With this in mind, students must be able to reliably and effectively meet all the technical standards. ATSU-MOSDOH's technical standards are required to successfully complete the school's competencies needed for graduation.

Motor Skills

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.

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 etc. 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, legs, body and the coordination of both gross and fine muscular movements and functional uses of the senses of both touch and vision.

Sensory/Observation

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. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of hard and soft tissues, symmetry and range of motion.

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.

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.

Specific: A candidate must be able to perform visual and tactile dental examinations and treatment including visual acuity, ability 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.

Communication

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.

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.

Cognitive

General: A candidate must be able to measure, calculate, memorize, reason, analyze, integrate, and synthesize information.

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.

Behavioral

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.

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.

Additional Information

Records and communications regarding disabilities and academic adjustments with the Director of Learning Resources & Accommodation Services have no bearing on the application process. You may contact the director at Learning Resources & Accommodation Services, A.T. Still University of Health Sciences, 800 W. Jefferson Street, Kirksville, MO 63501, accommodations@atsu.edu, or by phone at 660.626.2774.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. The Vice Chancellor 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 Resources & Accommodation Services. Please see the University Student Handbook for information on how to apply for academic adjustments, or email accommodations@atsu.edu.

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, objective structured clinical examinations (OSCE), case studies, preclinical experiences, clinical experiences, community-based experiences, and/or a final examination. In addition, integrated block examinations will be used to assess students in D1 and D2. 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 a student fails a critical assessment, they fail the course. Pending approval by the Student Progress Committee, students may be given the opportunity to 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 and they are not subject to rounding.
- ATSU-MOSDOH DMD students earn a letter grade or pass/fail grade, which will count towards the overall course grade. Each course is linked to the nine ATSU-MOSDOH competencies that must be attained prior to graduation.

Grading Criteria: Letter Grades

ATSU-MOSDOH adheres to the **University grading scale**.

Students earning less than 70% must remediate course content if approved by the Student Progress Committee (SPC) and will receive an "F" for the course. When students

successfully complete the remediation process with a 70% or higher score, the grade of "F" will be changed to a "RC."

If the student does not successfully complete remediation of a course, 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 the next semester of that current academic year if approved by the Student Progress Committee (SPC). The fee is determined by the Finance Office and is based upon a per credit equation. The student must contact the Finance Office directly to determine the fee(s) for the retake. The "F" will be changed to an F* upon successful completion of the retake. The F* as well as the retake grade will remain on the transcript.

If a student needs to remediate a course they are required to do so during dates designated for remediation/retake. If a student fails a course at the end of a semester, they are required to remediate/retake the course as determined by SPC.

Grading Criteria: Pass/Fail Courses

ATSU-MOSDOH adheres to the **University grading scale**.

Faculty have the option to determine the percentage score to be considered for passing prior to the start of the course (at least 70%). 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 if approved by the Student Progress Committee (SPC). 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."

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 the next semester of that current academic year if approved by the APC. The fee is determined by the Finance Office and is based upon a per credit equation. The student must contact the Finance Office directly to determine the fee(s) for the retake. The "F" will be changed to an F* upon successful completion of the retake. The F* as well as the retake grade will remain on the transcript.

If a student needs to remediate a course they are required to do so during dates designated for remediation/retake. If a student fails a course at the end of a semester, they are required to remediate/retake the course as determined by SPC.

Incomplete Grades

ATSU-MOSDOH adheres to the University Incomplete Grade Policy.

A grade of Incomplete (I) is a temporary grade that may be assigned at the course director's discretion. A student must have completed 60% of the course and be passing to be eligible for an incomplete. When an incomplete grade is issued, the student will have a maximum of 4 weeks post-course to complete all course requirements. If additional time is necessary, the course director will complete an Extended Incomplete Grade Agreement Form (pdf) outlining requirements for course completion and completion date. After the course director and student have signed the agreement, the agreement shall be filed with the ATSU-MOSDOH Office of Academic Affairs. When the student has

successfully completed the coursework, the SPC will notify the Education Director and they will file a Grade Change Form and submit it to Enrollment Services.

Student Progress Committee (SPC)

The MOSDOH Student Progress Committee (SPC) is responsible for supporting and monitoring the academic and professional development of MOSDOH students. The intent is for the SPC to be both proactive and reactive in responding to concerns regarding student progress. The Committee's charge is to offer resources and assistance to students, as well as to consider academic status changes, which may include academic warning, academic probation, and/or other appropriate actions up to and including dismissal from the program.

In addition, the SPC functions as the program's student promotion board. The SPC is responsible for promoting students from one academic year to the next as well as certifying students for graduation. Academic standing in the ATSU-MOSDOH is designated as Good Standing, Academic Warning, or Academic Probation.

Remediation Process

Non-Clinical Courses

All students earning below 70% (unless requesting a grade of incomplete due to unforeseen or extenuating circumstances) will be required to participate in course remediation with the grade of "F" granted as well as receiving Academic Warning when approved by the SPC. To successfully complete the remediation process and remove the "F" grade, students must receive an equivalent of a 70% or higher on remediation assessment(s) and will earn a grade of RC or RP, as appropriate. Students, who do not successfully complete the remediation process, will have the "F" remain on their transcripts, and the SPC will review the student's progress to determine if the student will be placed on Academic Probation, repeat the year or be dismissed from the ATSU-MOSDOH DMD program.

Students may not be allowed to remediate a course or multiple courses totaling 12 credit hours or greater per academic year even when the course(s) associated with the 12 hours have been previously remediated. The student may be subjected to dismissal from the DMD Program.

Students failing two or more courses may not be given the opportunity to remediate and may be dismissed from the ATSU-MOSDOH DMD program as decided by the SPC.

Clinical Courses

Students who fail a clinical course will need to remediate the failure or will repeat part or all of an academic year or may be recommended for dismissal from the DMD program subject to review by the SPC.

Elective Courses

Students who fail an elective course will need to remediate or repeat the course as stipulated in the course syllabus. If an elective is only offered in one semester, the student will repeat the elective the next time it is offered.

National Board Examination Retakes

Students are required to challenge the Integrated National Board Dental Examination (INBDE) at a time designated by the Associate Dean, Academic Affairs and Research. Students who fail the INBDE will be required to submit a study plan and their graduation may be delayed. The Student Progress Committee will review and approve the final plan.

Academic Appeals

The individual professional and graduate programs of ATSU, through their faculty and established school procedures, retain principal responsibility for assessing student performance. Disputes concerning unsatisfactory progress evaluations should be reconciled through the processes and procedures described under the DMD program. Additional guidelines regarding academic appeals, including grade appeals, promotion, and/or dismissal appeals will be found within the ATSU Policies section, **Academic Appeals policy**.

Appeal of Student Progress Committee Decisions

ATSU-MOSDOH follows the University Academic Appeals policy. The details of this process may be found within the ATSU Policies section, **Academic Appeals**.

Once the student is informed in writing of the SPC's decision, the student may appeal the SPC's decision to the Dean only if:

- new and significant information has been discovered or,
- the student believes that the SPC process was not followed as presented.

A written appeal detailing the new and significant information or detailing the SPC process that was not followed to the Dean must occur within five calendar days (excluding holidays and/or University closure dates) of the SPC's decision and must contain a signature of the student (emails are acceptable). The Dean will review the appeal and issue a decision within seven calendar days (excluding holidays and/or University closure dates) of receipt of the student's appeal. The Dean may meet with the Chair of the SPC to discuss the appeal and determine if the SPC process was followed. The Dean has the authority to overturn or uphold the SPC decision. The highest level of appeal within the school is the Dean or Dean's designee. Students who wish to appeal a Dean's decision regarding promotion or dismissal should review the Academic Appeals Policy: Promotion and/or Dismissal Decisions.

Academic Standing Policy

The Academic Standing Policy provides guidelines for conducting reviews of students' progress and identifying students experiencing difficulty in navigating and/or successfully completing the ATSU-MOSDOH DMD program. The SPC will review the performance of individual student progress monthly and as needed. To view the complete policy, see the Academic Standing Policy (#001).

Student Academic Promotion

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.

First-Year Promotion

Prior to being promoted from the first year to the second year of ATSU-MOSDOH's predoctoral dental education program, the student must successfully pass all components of the curriculum and have a ("RC", "RP", "P" or 70% and above) in all D1 courses, integrated block examinations, and maintain a cumulative GPA of at least 2.0.

Second-Year Promotion

Prior to being promoted from the second year to the third year of ATSU-MOSDOH's predoctoral dental education program, the student must successfully pass all components of the curriculum and have a ("RC", "RP, "P"" or 70% and above) in all D2 courses, integrated block examinations, maintain a cumulative GPA of at least 2.0, as well as 3.0 in the preclinical courses, preclinical and clinical faculty assessment of defined skills to assure safety of the patient, faculty, staff and peers, and pass all parts of the D2 exit exam.

Third-Year Promotion

Prior to being promoted from the third year to the fourth year of ATSU-MOSDOH's predoctoral dental education program, the student must successfully pass all components of the curriculum and have a ("RC", "RP", "P" or 70% and above) the D3 courses, all D3 competencies, clinical simulation exercises 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. Students must successfully complete all necessary prerequisite courses, assessments, and D3 competencies prior to being approved for commencing external clinical rotations. The Class must challenge INBDE within the time period determined by the Associate Dean, Academic Affairs and Research.

Academic Standards, Guidelines, and Requirements

ATSU-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 recommendation, dispute resolutions, etc.

Address the concern with the:
1. Faculty Member
2. Course Director
3. Director, Student Success
4. Associate Dean, Academic Affairs and Research
5. Dean

Class Rank

Enrollment Services will provide class rank 30 days after a semester is complete within the Anthology Student Portal.

Attendance

Maintaining attendance and punctuality in didactic, preclinical, and clinical coursework components are essential for both earning a passing grade and developing professional readiness. Students are expected to be in class, SimClinic, laboratories, assessments, clinic etc. on time and stay for the duration of the time. While lecture attendance is strongly encouraged, it may be at the Course Director's discretion if no immediate follow-up activity is scheduled. Required sessions are clearly marked with a "mandatory" designation on course syllabi as well as on class Google calendars.

An excused absence is an approved absence from required educational or clinical activities without academic or disciplinary penalty. Excused absence is allowed when a student cannot be physically present at a designated school location (Kirksville campus, St. Louis Dental Center, or external rotation sites). Only students with excused absences can make up assessments, assignments, and activities. If a make-up opportunity isn't feasible, the Course Director may offer an alternative assignment. Students with approved excused absences are responsible for all missed material, consequences, and arranging make-up work if available. Unexcused absences for required activities may result in a failing grade and/or a Professionalism Non-Compliance form. (#005).

Absence Policies

Please refer to the **Absence Policies** section of the ATSU University Catalog for details regarding the Extended Absence (6-15 consecutive days) and the Student Leave Policy (15+ consecutive days).

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 or less, must work directly with the Director, Student Success and Associate Dean, Academic Affairs and Research for approval and to make arrangements to make-up any work missed.

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.

The student must work directly with the Associate Dean, Academic Affairs and Research/ Director, Student Success. This request must be approved by the Dean/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.

Withdrawal from School

For information about ATSU's withdrawal policy, please refer to the **Withdrawal from School** section found in the ATSU Policies of the ATSU University Catalog.

Immunizations

ATSU-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/her education. All testing is at the expense of the student. Students should be aware that prior planning is needed to maintain compliance in the immunization program.

Immunization	Requirements
Tetanus/ Diphtheria/ Pertussis (Tdap)	• A booster of Tdap within the last 10 years
Polio	• 3 doses are required before the age of 18 • If you did not receive 3 doses, you will need to get a Polio Booster or a Titer
Measles, Mumps, Rubella (MMR)	• 2 doses are required; if documentation cannot be produced a positive titer will suffice. If titer is negative, students must receive 1 MMR booster
Hepatitis B (HepB)	• 3 doses are required and a positive Titer. If titer is negative, students must complete one of the two options: • Receive 2 vaccination series (Heplisav-B) OR 3 vaccination series (Engerix-B) & repeat titer 1-2 months after

	• Receive 1 vaccination for booster & repeat Surface Antibody Titer 1-2 months after (if the titer is still negative, proceed with completion of the series and additional titer).
Varicella (Chicken Pox)	• 2 doses are required; if documentation cannot be produced a positive titer will suffice. If titer is negative, students must receive 1 varicella booster.
Meningococcal	• 1 dose of Quadrivalent (Menactra or Menveo) vaccine
Influenza	• The influenza vaccination is required annually (a flu clinic is held on campus each fall).
Tuberculin Skin Test (TST) or IGRA Blood Test	• Two completed Tuberculin Skin Tests (if there is no documented proof of positive TST in the past) ○ These must be completed 1 to 3 weeks apart. • An IGRA Blood Test (T-Spot or Quantiferon Gold) may be substituted for TSTs. • If history of positive TST or IGRA: Documentation and evidence of any chest x- ray and medical treatment must be provided. • If there is a known history of BCG vaccination, an IGRA blood test is preferred. • Please note: A one-step TST will be required in the D2 through D4 year as well.
COVID-19 Vaccine	• COVID-19 vaccinations and boosters are strongly recommended for all students. Please note that many of ATSU-MOSDOH's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

Additional Immunization Requirements:

- Submitted copies of immunization records must come from an identifiable licensed Physician (DO or MD), Physician Assistant (PA), Nurse Practitioner (NP), state health department, and/or pharmacy.
- All required titer screenings must have a positive (or immune) result to be accepted by ATSU-MOSDOH.
- Students immunized in other countries must have their immunization documents translated into English by a certified translator. All foreign documentation must be translated before being reviewed by ASTU-MOSDOH.

Immunization Exemptions

Under certain circumstances, a request for exemption from preventive health requirements may be provisionally granted if a state of Missouri allowable immunization exemption certificate is on file with the Student Success office. Be advised that an exemption from immunization requirements may delay or prohibit entry into early clinic experiences and/or the clinical component of the program, and/or cause the student to be unable to complete required curriculum and/or graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Immunization Exemption Request & Acknowledgement form to mosdohimmunizations@atsu.edu. Please note: External Rotation sites may have additional immunization requirements.

Drug and Alcohol Abuse Prevention Program

Please refer to the ATSU Student Drug and Alcohol Abuse and Prevention Policy and the ATSU-MOSDOH Drug and Alcohol Abuse Policy (#017). Students who are found in violation of the policy are subject to but not limited to loss of clinical privileges and/or dismissal from the ATSU-MOSDOH DMD program.

CPR Certification

ATSU-MOSDOH requires all residential students maintain Cardiopulmonary Resuscitation (CPR) Healthcare Provider certification. Certification will be provided during orientation in Kirksville and again prior to transitioning to D3 year. 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 ATSU-MOSDOH students must complete Health Information Portability & Accountability Act (HIPAA) training yearly. Training is offered online by ATSU and Affinia Healthcare.

Student Dress Code

The image presented through interactions with your patients will be a major influence in the acceptance of treatment by the patient. A professional practitioner's appearance is often equated by the patient with the practitioner's level of skill. Therefore, students are expected to dress in a manner befitting the profession of dentistry and thus are expected to maintain high standards of personal hygiene and professional appearance when in class, lab and clinic.
Professional, business casual or scrubs (class specific

colors) are required during business hours. The Student Dress Code Policy (#019) can be viewed on the ATSU-MOSDOH Student Portal.

Graduation Requirements

To earn a DMD degree from ATSU-MOSDOH, all students must:

- Successfully complete all prescribed didactic, preclinical, and clinical courses ("RC", "RP", or 70% and above) with a minimum GPA of 2.0;
- Pass ATSU-MOSDOH semester Integrated Block Examinations;
- Challenge the Integrated National Board Dental Examination on the dates identified by the school administration
- Challenge the ADEX Dental Examination series on the dates identified by the school administration;
- Demonstrate attainment of all ATSU-MOSDOH program competencies;
- Successfully pass two Integrated Community Service Partnership rotations;
- 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;
- Close all patient encounters and appropriately transfer all patients;
- Complete and file all necessary ATSU-MOSDOH graduation forms; and
- Attend the commencement ceremony and all commencement activities.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Dentists, General 29-1021.00; Health Specialties Teachers, Postsecondary 25-1071.00.

Degree Completion

It is imperative that the four-year academic program be completed within a timeframe that fosters the successful attainment of skills that lead to minimum competency for initial entry into the clinical practice of dentistry. Students are expected to complete their degree within four years in accordance with the program's standard plan of study as indicated in this catalog. We acknowledge that circumstances may arise that require an extension of the academic program time. This policy is designed to articulate a specific timeframe in which all students must complete the four-year Doctor of Dental Medicine curriculum program, irrespective of leave of absences for medical, mental health, or parental, repeating years for academic or behavioral infractions, including accrued excused absences.

It is the expectation that a student will complete the ATSU-MOSDOH four-year curriculum in no more than six years. In addition, the first two years of the DMD curriculum must be completed within no more than three years and last two years of the curriculum must be completed in no more than three years for a total of six years. The Student Progress Committee must approve the extension of a student's time from four years to six years with final approval from the Dean. If a student fails to meet this timeline it will result in dismissal from the ATSU-MOSDOH Doctor of Dental Medicine program.

Curriculum

The ATSU-MOSDOH Curriculum Committee coordinates, integrates and evaluates all courses across the four-year curriculum. The Curriculum Committee is responsible for directing all aspects of the curriculum including modification of course and content, establishing courses and goals and/or objectives, establishing course sequencing, coordinating student assessment in each course, establishing mechanisms to assure student attainment of competency (DMD), and maintaining a quality improvement and monitoring system for the curriculum.

Courses

Descriptions and Credit Values

The ATSU-MOSDOH Doctor of Dental Medicine program is comprised of 238 credit hours.

First Year: Fall Semester (D1)

MDOH 5301 - Interprofessional Education and Interprofessional Collaborative Practice
0.75 credit hours
This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care.

MDOH 5302 - Scientific Practice
4.5 credit hours
This course is designed to cultivate 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.

MDOH 5303 - Biomedical Sciences and Dental Sciences
19.25 credit hours
This course is designed to allow students to 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, including concepts in biomedical and dental sciences.

MDOH 5304 - Professionalism, Ethical Practice, and Behavioral Sciences

1.75 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community.

MDOH 5305 - Oral Health Care Delivery

1 credit hour

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance.

MDOH 5306 - Person Centered-Care

3 credit hours

This course is designed to provide students with the skills required to assess the 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).

MDOH 5307 - Skills Acquisition

5.25 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills.

First Year: Spring Semester (D1)

MDOH 5401 - Interprofessional Education and Interprofessional Collaborative Practice

0.75 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

MDOH 5402 - Scientific Practice

6 credit hours

This course is designed to cultivate 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. This course builds on the information in the fall semester courses. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

MDOH 5403 - Biomedical Sciences and Dental Sciences

13.5 credit hours

This course is designed to allow students to 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, including concepts in biomedical and dental sciences. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

MDOH 5404 - Professionalism, Ethical Practice and Behavioral Science

1.5 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307 5301, 5302, 5303, 5304, 5305, 5306, 5307

MDOH 5405 - Oral Health Care Delivery

1 credit hours

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the fall semester courses. Prerequisites: MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

MDOH 5406 - Person Centered-Care

4.75 credit hours

This course is designed to provide students with the skills required to assess the 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). This course builds on the information in

the fall semester courses. MDOH 5301, 5302, 5303, 5304, 5305, 5306, 5307

MDOH 5407 - Skills Acquisition

9.5 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the fall semester courses.

Second Year: Fall Semester (D2)

MDOH 6301 - Interprofessional Education and Interprofessional Collaborative Practice

0.75 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5301, 5401

MDOH 6302 - Scientific Practice

8.75 credit hours

This course is designed to cultivate 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. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5302, 5402

MDOH 6303 - Biomedical Sciences and Dental Sciences

7.5 credit hours

This course is designed to allow students to 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, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring semester courses.

MDOH 6304 - Professionalism, Ethical Practice and Behavioral Sciences

1.75 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5304, 5403

MDOH 6305 - Oral Health Care Delivery

1 credit hour

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5305, 5405

MDOH 6306 - Person-centered care

2.5 credit hours

This course is designed to provide students with the skills required to assess the 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). This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5306, 5406

MDOH 6307 - Skills Acquisition

13 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5307, 5407

Second Year: Spring Semester (D2)

MDOH 6401 - Interprofessional Education and Interprofessional Collaborative Practice

0.75 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an

interprofessional team to plan and deliver patient-/population-centered care. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5301, 5401, 6301

MDOH 6402 - Scientific Practice

11 credit hours

This course is designed to cultivate 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. This course builds on the information in the D1 fall and spring semester courses. Prerequisites: MDOH 5302, 5402, 6302

MDOH 6403 - Biomedical Sciences and Dental Sciences

4.25 credit hours

This course is designed to allow students to 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, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5303, 5403, 6303

MDOH 6404 - Professionalism, Ethical Practice and Behavioral Sciences

1.75 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5304, 5404, 6304

MDOH 6405 - Oral Health Care Delivery

1 credit hour

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5305, 5405, 6305

MDOH 6406 - Person Centered-Care

3.25 credit hours

This course is designed to provide students with the skills required to assess the 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). This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5306, 5406, 6306

MDOH 6407 - Skills Acquisition

6 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5307, 5407, 6307

Third Year: Fall Semester (D3)

MDOH 7301 - Interprofessional Education and Interprofessional Collaborative Practice

0.5 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care. This course builds on the information in the D1 fall and spring and D2 fall semester courses. Prerequisites: MDOH 5301, 5401, 6301, 6401

MDOH 7302 - Scientific Practice

11 credit hours

This course is designed to cultivate 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. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5302, 5402, 6302

MDOH 7303 - Biomedical Sciences and Dental Sciences

0.25 credit hours

This course is designed to allow students to 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, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5303, 5403, 6303, 6403

MDOH 7304 - Professionalism, Ethical Practice and Behavioral Science

0.5 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404

MDOH 7305 - Oral Health Care Delivery

0.5 credit hours

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5305, 5405, 6305, 6405

MDOH 7306 - Person Centered-Care

16 credit hours

This course is designed to provide students with the skills required to assess the 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). This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH 5306, 5406, 6306, 6406

MDOH 7307 - Skills Acquisition

1.25 credit hour

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring and D2 fall and spring semester courses. Prerequisites: MDOH5307, 5407, 6307, 6407

Third Year: Spring Semester (D3)

MDOH 7401 - Interprofessional Education and Interprofessional Collaborative Practice

0.5 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5301, 5401, 6301, 6401, 7301

MDOH 7402 - Scientific Practice

11 credit hours

This course is designed to cultivate 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. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5302, 5402, 6302, 6402, 7302

MDOH 7403 - Biomedical Sciences and Dental Sciences

1.5 credit hour

This course is designed to allow students to 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, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5303, 5403, 6304, 6403, 7304

MDOH 7404 - Professionalism, Ethical Practice, and Behavioral Sciences

0.5 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404, 7304

MDOH 7405 - Oral Health Care Delivery

0.5 credit hours

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of

assessment, policy development and assurance. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5305, 5405, 6305, 6405, 7405

MDOH 7406 - Person Centered-Care

14 credit hours

This course is designed to provide students with the skills required to assess the 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). This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5306, 5406, 6306, 6406, 7306

MDOH 7407 - Skills Acquisition

3 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall semester courses. Prerequisites: MDOH 5307, 5407, 6307, 6407, 7307

Fourth Year: Fall Semester (D4)

MDOH 8301 - Interprofessional Education and Interprofessional Collaborative Practice

0.5 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5301, 5401, 6301, 6401, 7301, 7401

MDOH 8302 - Scientific Practice

3 credit hours

This course is designed to cultivate 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. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5302, 5402, 6302, 6402, 7302, 7402

MDOH 8303 - Biomedical Sciences and Dental Sciences

0.25 credit hours

This course is designed to allow students to 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, including concepts in biomedical and dental sciences. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses.

MDOH 8304 - Professionalism, Ethical Practice, and Behavioral Sciences

0.5 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404, 7304, 7404

MDOH 8305 - Oral Health Care Delivery

0.5 credit hours

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses.

MDOH 8307 - Skills Acquisition

0.5 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring, D2 fall and spring and D3 fall and spring semester courses. Prerequisites: MDOH 5307, 5407, 6307, 6407, 7307, 7407.

MDOH 8308 - Integrated Person Centered-Care

18.5 credit hours

This course is designed to fully integrate scientific practice, biomedical sciences, and dental sciences into the delivery of

oral health care, equipping students with the skills necessary to assess and address the health care needs of patients within the scope of general dentistry across all stages of life, including infants, children, adolescents, adults, geriatric patients, and patients with special health care needs. The course builds upon foundational knowledge and competencies introduced in the D1 fall and spring, D2 fall and spring, and D3 fall and spring semester courses, reinforcing evidence-based, patient-centered decision-making in clinical settings and preparing students for practice-ready entry into general dentistry. Prerequisites: MDOH 5306, 5406, 6306, 6406, 7306, 7406.

Fourth Year: Spring Semester (D4)

MDOH 8401 - Interprofessional Education and Interprofessional Collaborative Practice

0.25 credit hours

This course is designed to provide students with the ability to communicate effectively, maintain a climate of mutual respect and shared values, apply relationship-building values and the principles of team dynamics, develop knowledge of one's own role and those of other professions in an interprofessional team to plan and deliver patient-/population-centered care. Prerequisites: MDOH 5301, 5401, 6301, 6401, 7301, 7401, and 8301.

MDOH 8404 - Professionalism, Ethical Practice, and Behavioral Sciences

0.5 credit hours

This course is designed to allow students to develop professional values, ethical principles, behavioral sciences, self- assessment, and apply legal principles and regulatory concepts to address the oral health needs of individual patients and the community. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5304, 5404, 6304, 6404, 7304, 7404, 8304

MDOH 8405 - Oral Health Care Delivery

0.5 credit hours

This course is designed to help students function successfully in a multicultural work environment, manage and educate a diverse patient population, promote, improve and maintain the health of dental patients, apply principles and philosophies of patient management, recognize different models of health care delivery and leadership of an oral health care team, to address and/or solve population-based health issues using the public health principles of assessment, policy development and assurance. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5305, 5405, 6305, 6405, 7305, 7405, 8305

MDOH 8407 - Skills Acquisition

0.5 credit hours

This course is designed to guide students through the cognitive and associative stages of skills acquisition. It will cover fundamental principles and concepts of dental materials science and cognitive, associative and autonomous stages of basic theory and techniques in dentistry, including communication principles in the care of dental patients, the fundamental concepts of infection control, prevention and oral hygiene instruction and basic dental assisting skills. This course builds on the information in the D1 fall and spring, D2 fall and spring, D3 fall and spring and D4 fall semester courses. Prerequisites: MDOH 5307, 5407, 6307, 6407, 7307, 7407, 8307.

MDOH 8408 – Integrated Person Centered-Care

19 credit hours

This course is designed to fully integrate scientific practice, biomedical sciences, and dental sciences into the delivery of oral health care, equipping students with the skills necessary to assess and address the health care needs of patients within the scope of general dentistry across all stages of life, including infants, children, adolescents, adults, geriatric patients, and patients with special health care needs. The course builds upon foundational knowledge and competencies introduced in the D1 fall and spring, D2 fall and spring, and D3 fall and spring semester courses, reinforcing evidence-based, patient-centered decision-making in clinical settings and preparing students for practice-ready entry into general dentistry. Prerequisites: MDOH 5306, 5406, 6306, 6406, 7306, 7406, 8306.

Other Courses

Advanced Standing International Dentist Program

The Advanced Standing International Dentist Program (ASIDP) is designed to enable qualified dentists, educated outside the United States or Canada, to earn a Doctor of Dental Medicine (DMD) degree.

ASID 6901 - Integrated Didactic and Clinical Simulation

35 credit hours

This course provides students with advanced knowledge in all disciplines of dentistry using didactic sessions, case presentations and clinical simulation exercises. Content and exercises pertinent to all aspects of patient care and clinical procedures will be presented.

Electives

Electives may be made available. They must be approved by the Curriculum Committee.

EDOH 6500 - Research Elective

1 credit hour

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. Prerequisites: D1 Fall and Spring Courses.

Directed Studies

EDOH 6001 - Directed Studies
5-12 credit hours
This course will incorporate didactic concepts, pre-clinical simulation and/or clinical sessions. A significant feature of this course is that it is designed to focus on a specific area(s) of the skills requiring additional development and maintenance for a D1 or D2 MOSDOH student.

EDOH 7025 - Directed Studies
5-12 credit hours
This course will incorporate didactic concepts, pre-clinical simulation and/or clinical sessions. A significant feature of this course is that it is designed to focus on a specific area(s) of the skills requiring additional development and maintenance for a D3 or D4 MOSDOH student.

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 (ATSU-CGHS) 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 ATSU-MOSDOH tuition fee. There will not be any tuition reimbursements if you have already been awarded a MPH degree. The ATSU-MOSDOH Office of Academic Affairs reserve the rights to withdraw students who are not progressing satisfactorily from the certificate in public health program until they demonstrate satisfactory progress.

Any student requesting deferral of the Certificate in Public Health with Dental Emphasis Program must follow the ATSU-MOSDOH Policy #016: "Protocol for Requesting Deferral of Master's of Public Health Certificate in Public Health with Dental Emphasis."

ATSU-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 predoctoral DMD curriculum requirements.

PUBH 5050 - Introduction to Dental Public Health
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.

PUBH 5500 - Financing Dental Care
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.

EPID 6100 - Epidemiology
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, contract tracing, and application of findings for outbreak management and the development of public health policy.

HLTH 6500 - Behavioral Sciences and Health Education Concepts
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.

PUBH 6550 - Dental Healthcare Policy and Management
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.

SOMA

ATSU | School of Osteopathic Medicine in Arizona

School of Osteopathic Medicine in Arizona

Established in 2007, ATSU-SOMA was founded by the University at the request of the National Association of Community Health Centers (NACHC) to create an osteopathic medical school with a primary focus on training students to meet the healthcare needs of our nation's most vulnerable patients and communities.

At ATSU-SOMA, students begin with an integrated case-based education model with an emphasis on self-directed and facilitated small-group learning. I am incredibly proud that ATSU-SOMA has been awarded Ten-Year Accreditation with Exceptional Outcomes by the American Osteopathic Association's Commission on Osteopathic College Accreditation. Each year, our graduates enter outstanding residency training programs with a four-year rolling average postgraduate medical education placement rate of 99.4%. ATSU-SOMA continues to fulfill its commitment to producing our nation's next generation of primary care physicians with 67% of the Class of 2024 entering into primary care specialty residency programs and 89% in primary care + NACHC-needed specialties.

Our ATSU-SOMA administration, faculty, and staff are thrilled that you have joined us and are dedicated to providing you with a rich and meaningful osteopathic medical education! I look forward to working with each of you.

Sincerely,
Sharon J. Obadia, DO, FNAOME
Dean
Associate Professor, Internal Medicine

Contact ATSU-SOMA

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Program Accreditation

The college has received Accreditation status from the Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges and programs leading to the Doctor of Osteopathic Medicine (DO) degree. The address and phone number of the accrediting agency are: Commission on Osteopathic College Accreditation, American Osteopathic Association, 142 East Ontario Street, Chicago, IL 60611. Telephone: (312) 202-8124; Fax: (312) 202-8424; Email: predoc@osteopathic.org

ATSU-SOMA promotes conflict resolution using a chain of communication hierarchy. If a student has followed the chain of communication to attempt to resolve concerns without success, a complaint related to accreditation standards and procedures may be submitted to the ATSU-SOMA Dean. Upon receipt of a written complaint, the Dean or designee will review and evaluate all relevant information and documentation relating to the complaint and determine the appropriate pathway for adjudication. All student complaints will be forwarded to and logged by the Associate Dean of Student Academic Affairs and made available to the COCA visit committee at the next regularly scheduled COCA site visit. Log entries will include supporting documentation, actions, resolutions, and other pertinent information. If the issue is not resolved by the ATSU-SOMA Dean, the student may report the issue to the President of Arizona & California Campuses. The student can seek guidance from the Associate Dean of Student Academic Affairs or Vice Chancellor for Student Affairs, as needed.

Anonymous Complaints

A student may file an anonymous complaint at any time via either of the following options:

- Students may at any time call the ATSU Fraud Hotline at 1.855.FRAUD.HL, or visit www.fraudhl.com/submit-a-report, company ID "ATSU". Students may file complaints with the College or University without retaliation.
- If the student has a complaint that the school is not following the COM Continuing Accreditation Standards, the student can make a complaint to the COCA, in writing following the information found on the COCA website (https://osteopathic.org/accreditation/accreditation-guidelines/). All complaints must be signed by the complainant. Per the COCA, complaints will not be processed if submitted anonymously. The complainant must use the proper COCA complaint form to provide a

narrative of allegations in relationship to the accreditation standard(s) or procedures and include any documentation that could support the allegation. Complaints made directly to the COCA will be kept anonymous to the School of Osteopathic Medicine in Arizona.

ATSU-SOMA follows a strict policy prohibiting retaliation against any individual who submits a complaint using any of the above mechanisms.

State Licensing

The following is a list of states that have given degree-granting authority to ATSU-SOMA.

ATSU-SOMA has been given degree-granting authority by The Arizona State Board for Private Postsecondary Education. At the Arizona campus, if the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, phone 602.542.5709, website address: www.ppse.az.gov.

ATSU-SOMA 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). Inquiries concerning the standards or school compliance may be directed to the 335 Merchant Street, Room 310, Honolulu, HI 96809.

ATSU-SOMA has been granted authorization to operate in the Chicago and Southwestern Regions and to grant the Doctor of Osteopathic Medicine degree in the Chicago and Southern Regions 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. Inquiries concerning the standards or school compliance may be directed to the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377.

ATSU-SOMA has been granted the authorization by the Ohio Board of Regents – University System of Ohio to offer clinical and practicum experience in Ohio to fulfill program requirements for the Doctor of Osteopathic Medicine degree. Inquiries concerning the standards or school compliance may be directed to the Ohio Board of Regents, 25 South Front Street, Columbus, OH 43215.

Under the State Board of Education regulation 22 Pa. Code §36.8, A.T. Still University School of Osteopathic Medicine in Arizona has been granted approval of a Certificate of Authority to operate an education enterprise in Scranton, PA for the purpose of offering credit toward a Doctorate of Osteopathic Medicine at the Wright Center for Community Health. Degrees are awarded under the degree-granting authority of the state of Arizona.

ATSU-SOMA is licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 400, Columbia, SC 29201, Telephone 803.737.2260, www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education. In South Carolina, if the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the South Carolina Commission on Higher Education. The Commission has the final authority over grievances related to state policies and procedures and authorization concerns that cannot be resolved at the institutional level.

The transferability of credits earned at A.T. Still University of Health Sciences is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at A.T. Still University of Health Sciences will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at A.T. Still University of Health Sciences to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at A.T. Still University of Health Sciences will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

ATSU-SOMA Mission Statement

Prepare individuals through high-quality, innovative, learning-centered undergraduate and graduate medical education programs to become compassionate osteopathic physicians and healthcare leaders who serve medically underserved populations with a focus on research and community-oriented primary care.

Osteopathic Pledge of Commitment

As members of the osteopathic medical profession, in an effort to instill loyalty and 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 my profession with loyalty in action, word and deed;
- Live each day as an example of what an osteopathic physician should be.

ATSU-SOMA School Policies

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.

See ATSU Policy #90-210, Non-Discrimination Policy within the **ATSU Policies** section of this catalog.

Minimal Technical Standards for Admission, Matriculation, & Ongoing Enrollment

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. ATSU-SOMA students must be able to meet all of the Standards, with or without reasonable academic adjustments (accommodations). Academic adjustments can be made for disabilities in some instances, but a student must be able to perform in a reasonably independent manner. Applicants and current students who have questions regarding the technical standards, or who believe they may need to request academic adjustment(s) in order to meet the standards, are encouraged to contact Learning Resources & Accommodation Services. Procedures to apply for academic adjustments are found within this handbook.

Every ATSU-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

ATSU-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. For additional detail regarding the ATSU-SOMA technical standards, see the ATSU-SOMA Policies and Procedures manual, policy 50-002-01.

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.

Applying for Academic Adjustments

The institution remains open to possibilities of human potential and achievement, providing support for students with disabilities. Students who have questions regarding disability-related academic adjustments, or who wish to make a request, should contact Learning Resources & Accommodation Services (accommodations@atsu.edu, 480.245.6248). Communications with Learning Resources & Accommodation Services regarding disability and potential academic adjustments have no bearing on the candidate application process. The process for requesting academic adjustments is published in the University Student Handbook.

Grading

ATSU-SOMA programs adhere to the **University grading scale**.

Auditing a Course

In general, the audit policy is designed for use by ATSU-SOMA students who either need to review course content or are taking an extended course of study. All audits are subject to the approval of the ATSU-SOMA Dean or their designee.

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.

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 canceled.

International Student Admission

All ATSU-SOMA applicants must be U.S. citizens or permanent residents.

Academic Standards, Guidelines, & Requirements

Attendance

Please see the **ATSU Policies** section of the catalog for the University policy on student absences.

At ATSU-SOMA, attendance is required for all mandatory sessions. In the case of excused absences, make-up classes, lab assignments and/or examinations are provided solely at the discretion of the Dean and/or their designee.

Promptness is an important trait which students are expected to display during all parts of the program. Tardiness can adversely impact learning, work, and patient care for you, your fellow students, co-workers and preceptors in clinic, and patients.

Returns to Campus (OMS III – OMS IV Years)

Students may be expected to return to the Mesa campus (or other specified location) one to two times each year during the OMS III and OMS IV years. Students will participate in mandatory educational activities at these times such as Rotation Readiness, Residency Readiness, OSCEs, and more. The cost of all campus returns is borne by the student.

Absence Policy

Absence Policy & Guidelines for OMS I & OMS II

Unplanned Absences

- OMS I and OMS II- A student is required to submit an Excused Absence Request with documentation as soon as the student becomes aware they will be absent. Absence during any mandatory event related to an illness requires a healthcare provider or hospital note.
- Absences for OMS I and OMS II students will be approved for major life events, for example: properly documented illness, death in the immediate family, religious observances, wedding, birth of a child, and professional conferences where a student is serving in office or presenting scholarly work.

Excused/Unexcused Absences

- Excused Absence: The student and the course directors will be notified that the student is eligible to make up an activity or exam.
- Unexcused Absence: The student and the course directors will be notified that the student is ineligible to make up an activity or exam and receive a score of zero (0) for that activity.

Absence Policy & Guidelines for OMS III & OMS IV

Clerkship activities are mandatory, and timely attendance is expected at all scheduled clinical and educational events. Clinical activities are required to be completed during each week of the rotation.

Students are required to adhere to the Attendance Policy and Guidelines found in the Clinical Education Manual. Failure to adhere to the Attendance Policy and Guidelines can result in a clerkship rotation failure and a code of conduct violation.

Extended Absence and Student Leave Policy

Extended absences and student leave of absence are addressed in the ATSU Student Handbook.

HIPAA & OSHA Training

All ATSU-SOMA students must complete Health Information Portability & Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) training annually. In addition, all ATSU-SOMA students must complete Human Subjects and Bloodborne Pathogens training. Mask fitting prior to clinical experiences is a site-dependent requirement.

Physical Health Services & Health Insurance

All ATSU-SOMA students are required to maintain health and disability insurance throughout their enrollment. Please see the ATSU University Handbook for additional information.

Immunizations

ATSU-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 ATSU-SOMA administration. All testing and immunizations are 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 (TB) Screening: 2-Step PPD Tuberculosis Screening OR IGRA/Chest X-Ray; must be dated within matriculation year.
6. Varicella immunization, serum titer, or healthcare provider documentation of date of contraction.

ATSU-SOMA strongly recommends the following immunizations. Please note that many of ATSU-SOMA's external clinical partners require students to be vaccinated prior to training in their facilities and exemptions may not be accepted. Clinical external rotation sites may require additional testing for their site and will be at the expense of the student. Consequently, unvaccinated students may be delayed in completing or unable to successfully complete program requirements.

- Influenza
- Hepatitis A
- Meningococcal
- Pneumococcal
- COVID-19 and boosters are strongly recommended.

Titers

Some clinical training sites require that students show proof of immunity (e.g. 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. Not all insurance plans cover the costs of titers. Students will be responsible for those costs not covered by insurance.

Immunization Exemptions

For medical conditions or religious beliefs, a request for exemption from Risk Management requirements will be considered. However, ATSU cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate. Students seeking exemptions should submit the Request for Exemption from ATSU Vaccination Requirement form. If students are granted immunization exemptions, they must acknowledge the above risks by signing and submitting to the Dean or designee an Immunization Exemption Risk Acknowledgment and Additional Disclosures and Requirements form.

Advanced Cardiac Life Support (ACLS) & Basic Life Support (BLS)

ATSU-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. Students are responsible for the costs of BLS recertification. Proof of ACLS certification must be obtained prior to reporting for clerkship duty in the OMS III year. ATSU-SOMA will not cover the costs for ACLS renewal. First-time certification must be completed via an in-person course. Non-compliance at any time during a

student's enrollment will result in suspension and/or dismissal.

Dress Code

For all classroom and real or simulated activities (e.g. those that involve patients or standardized patients), all students must maintain an appearance that demonstrates respect, trust and credibility. The reasons for appropriate attire and hygiene are rooted in infection control, communication and cultural sensitivity. This prepares the student for their role as a professional health care provider. Patient trust and confidence in their health care provider are essential for successful treatment experiences and outcomes. The message communicated by the provider by their dress and appearance plays a fundamental role in establishing this trust and confidence. Students should consider the cultural sensitivities of their most conservative potential patients and present themselves in a manner that will earn the patients' respect, ensure trust and make them feel comfortable.

Business casual attire is required. In general, all clothing should be neat, clean and of appropriate size and fit for the clinical setting. Good personal hygiene is expected. The Osteopathic Principles and Practice and Medical Skills courses have a dress code specific to lab days. Please refer to the course syllabi for additional details. For students in OMS II through OMS IV, please refer to the Clinical Education Manual for specific dress code requirements. Each community partner site may make modifications to the official Dress Code that conform to regional standards.

Examinations, Quizzes, & Graded Assignment Policies

ATSU-SOMA students are expected to exhibit the highest degree of intellectual honesty during the administration of examinations and completion of assignments given by ATSU-SOMA and must adhere to the exam protocols provided at the beginning of each academic year. Behaviors that are not consistent with this standard are subject to disciplinary actions by the Student Performance Committee.

All assignments and projects submitted for any course are the property of ATSU-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.

Rescheduling an examination or other assessment can be accommodated if a student receives an excused absence. If a student is unable to attend an examination or assessment, the student is required to follow the Excused Absence Policy in the ATSU-SOMA Catalog. ATSU-SOMA reserves the right to assess students for the cost of reproducing examinations or assessments where the reproduction of said exam or assessment would be excessive (i.e., require special scheduling of standardized patients).

- Make-up exams/activities must be completed within 72 business hours of the originally scheduled date (e.g. if exam is schedule on Monday, exam must be taken by Thursday)
- Students who are unable to make-up an exam/activity within 72 business hours will receive an "incomplete" in the course.
- Incomplete courses must be completed by a date scheduled at the discretion of the Dean or designee.
- 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. Sometimes a make-up is not possible due to the nature of the activity even if the student was granted an excused absence.

Professionalism

An important aspect of this professional educational curriculum is the development of professional behaviors and identity. Medical education literature demonstrates that unprofessional behavior exhibited during training is a predictor of future referrals to state regulatory boards and/or the need for disciplinary actions. Since such behavior presents a potential danger to the provision of good patient care and issues for the credibility of the profession, equal importance is placed on professionalism, as is placed on academic performance and clinical skills. ATSU-SOMA considers breaches of professional conduct as academic deficiencies. Recognizing the responsibility to display appropriate professional behaviors, ATSU-SOMA sets expectations for professional conduct and evaluates students in this sphere to document satisfactory acquisition of these important behaviors.

Listed below are examples of expectations of professionalism adapted by ATSU-SOMA from the Behaviors Reflecting Professionalism identified by the National Board of Medical Examiners. It is expected that each member of ATSU-SOMA will model these behaviors to ensure respect to others, quality patient care and growth of the profession.

Altruism

- Helps colleagues and team members who are busy.
- Takes on extra work to help the team.
- Serves as knowledge or skill resource to others.
- Advocates for policies, practices and procedures that will benefit patients.
- Endures inconvenience to accommodate patient needs.

Honor and Integrity (honesty)

- Admits errors and takes steps to prevent recurrence.
- Deals with confidential information appropriately.
- Does not misuse resources (i.e. school property).
- Attributes ideas and contributions appropriately for other's work.

- Upholds ethical standards in research and scholarly activity.
- Submits original work at all times and on time for graded assignments.
- Requests help when needed.
- Assumes personal responsibility for mistakes.

Caring and Compassion

- Treats the patient as an individual, considers lifestyle, beliefs and support systems.
- Shows compassion to patients and maintains appropriate boundaries in professional relationships.
- Responds to patient's needs in an appropriate way.
- Optimizes patient comfort and privacy when conducting history, physical examination and procedures.

Respect

- Respects institutional staff, representatives, faculty, and colleagues at all times.
- Adheres to stated ATSU-SOMA dress code policy.
- Participates constructively as a team member.
- Adheres to institutional and departmental policies and procedures.
- Displays compassion and respect for all patients even under difficult circumstances.
- Discusses patients/faculty/colleagues without inappropriate labels or comments.

Responsibility and Accountability

- Presents self in an appropriate manner to patients and colleagues.
- Completes assignments and tasks in a timely manner.
- Responds promptly when contacted (emails, texts, phone calls, etc.).
- Intervenes or seeks help when unprofessional behavior presents a clear and present danger to self or others.
- Uses resources effectively.
- Responds appropriately to an impaired colleague.
- Responds to and reflects on own or other's lapses in conduct and performance.
- Makes valuable contributions to class, rounds and group interactions.
- Elicits patient's understanding to ensure accurate communication of information.
- Facilitates conflict resolution.
- Remains flexible to changing circumstances and unanticipated changes.
- Balances personal needs and patient responsibilities.
- Respectfully provides honest and constructive feedback.

Excellence

- Has internal focus and direction, sets goals to achieve excellence.
- Takes initiative in organizing, participating and collaborating with peer groups and faculty.
- Maintains composure under difficult situations.
- Inspires confidence in patients by proper preparation for clinical tasks and procedures.

Community Partner Sites General Policies & Procedures

Assignment to Community Partner Site Location

Assignment to a Community Partner Site (CPS) involves the consideration of various factors including the student's expressed desire concerning location. CPS assignments are ultimately under the purview of the School and ATSU-SOMA reserves the right to make all Community Partner Site and clinical assignments. Students are not permitted to trade, barter or swap CPS under any circumstances. Attempts to influence community partner site placements by bartering, coercion or offering goods or services are grounds for disciplinary action.

Placement at a Community Partner Site is considered a permanent assignment. Questions about Community Partner Sites should be addressed to the Dean of Student Academic Affairs.

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 ATSU-SOMA or clinical agencies. Students are required to provide transportation to their clinical rotation sites to complete the program of study. This typically requires that students have a driver's license and their own vehicle. In particular, students are encouraged to consider and plan for the travel requirements associated with community partner sites.

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 rotations at a distance from their community partner site. Housing costs remain the ultimate responsibility of the student.

Injuries, Accidents, & Disease Prevention

Students are expected to follow Universal Precautions at all times.

Universal Precautions is an approach to infection control to treat all human blood, certain human body fluids and tissues as if they were known to be infectious for HIV, HBV and other bloodborne and aerosolized pathogens. All students are required to read and understand the Disease Exposure Prevention and Control Plan Policy.

All students should take precautions to prevent injuries caused by needles, scalpels, other sharp instruments, or any exposure to bloodborne or airborne pathogens. A student is encouraged to use needle and scalpel safety devices when available. All students are required to use appropriate personal protective equipment (PPE) in any clinical or research experience if possible, exposure to bloodborne or airborne pathogens could occur.

Report and seek treatment for occupational exposures immediately.

Any student who sustains an injury or potentially infectious exposure while on their clinical experience must notify the Assistant Dean of Clinical Education as soon as possible. A needlestick protocol checklist and post-exposure prophylaxis (PEP) guideline is provided. See the ATSU-SOMA Needlestick and Bloodborne Pathogens Policy for additional details.

Safety Issues

ATSU-SOMA utilizes the RAVE system to notify students in all academic years of safety and emergency issues. All students must remain enrolled in the RAVE system while attending ATSU-SOMA. In addition, every clinical rotation site will have a local 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 at a clinical rotation site, the student should follow the site's emergency plan and the direction of their site supervisor. As soon as it is safe and feasible, the student should notify the Assistant Dean of Clinical Education and their RDME(s) regarding their status. Students are required to become familiar with the safety procedures that are established at each of their clinical rotation sites.

Professional Conduct

Students are under the supervision of, and responsible to, the ATSU-SOMA Administration, RDME(s) and clinical preceptors. The student may be subject to review and removed from the clinical rotation site by the ATSU-SOMA administration if their conduct is deemed unsafe or inappropriate by the clinical rotation site.

Postgraduate Placement

Postgraduate (i.e. residency) match results which may include a student's name, specialty, and residency program placement will be made public by ATSU-SOMA unless the student opts out. Students may opt out at any time by contacting the Dean's Office no later than April 1 of their graduation year.

ATSU-SOMA does not guarantee job placement or graduate medical education placement to graduates upon program/course completion or upon graduation. ATSU-SOMA graduates should adhere to and review licensure requirements and procedures in the state in which they intend to practice.

AOA Code of Ethics

ATSU-SOMA students, faculty, staff, and administration have all adopted and adhere to the AOA Code of Ethics, as written below:

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic and allopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available. View further interpretation.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading. View further interpretation.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless she/he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his osteopathic or allopathic credentials in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association. View further interpretation.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner. View further interpretation.

Section 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

Section 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

Osteopathic Medicine, DO (SOMA)

Doctor of Osteopathic Medicine

The ATSU-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 ATSU-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.

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."

- 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.
- Perform and document a complete and appropriately focused osteopathic structural examination in a respectful, logical, and organized manner.
- Apply osteopathic principles and OMT consistently and appropriately into specific patient care plans.
- Demonstrate the knowledge and skills necessary to integrate osteopathic principles and practice into all aspects of whole person healthcare.

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."

- Elicit a comprehensive and appropriately focused history and generate a list of a patient's concerns in a respectful, rational, and organized manner.
- Perform a complete and appropriately focused physical examination in a respectful, rational, and organized manner; and correlate abnormal findings to clinical presentations and disease processes.
- Perform basic clinical procedures essential for general osteopathic medical practice.
- Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.
- Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.
- Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.

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."

- Recognize and explain normal structure and function across the lifespan.
- Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.
- Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.
- Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.
- Interpret diagnostic studies and correlate abnormal findings to disease states.
- 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.

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."

- Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.
- Apply ethical decision making in all aspects of professional practice.
- 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.
- Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.
- Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.

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."

- 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.
- Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.
- 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.

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."

- Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.
- Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.
- Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.
- Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.
- Integrate technology into the practice of medicine and the delivery of healthcare services.

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."

- 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.
- Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.
- 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.
- Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.

AOA Code of Ethics

All ATSU-SOMA students, faculty, administrators, and staff must adhere to the AOA Code of Ethics.

Community Partner Site Regions

- Phoenix, AZ
- Santa Maria, CA
- Beaufort-Jasper-Hampton Comprehensive Health Service, Inc., Ridgeland, SC (Site is winding down with Class of 2027)
- Chicago, IL
- El Rio Community Health Center, Tucson, AZ
- Family HealthCare Network, Visalia, CA
- New Jersey Clinical Consortium, Passaic, NJ
- Las Cruces, NM
- Northern Arizona
- O'Fallon, IL
- Portland, OR
- Rhode Island Clinical Consortium, RI
- San Ysidro Health, San Ysidro, CA
- The Wright Center for Community Health, Scranton, PA
- Waianae Coast Comprehensive Health Center, Waianae, HI (Site is winding down with Class of 2027)

Length of Program

The Doctor of Osteopathic Medicine program is designed to be completed in four years and must be completed within six years from the date of matriculation. The curriculum is comprised of a minimum of 234 semester credit hours.

Tuition, Fees, and Refunds

Annual tuition rates are split and billed according to the scheduled semesters and are due on the first week of class. Most fees follow a similar billing schedule with a few exceptions. Rates are subject to change each academic year for all enrolled students. Delinquent balances incur penalties at a rate of 1.5% per month, totaling 18% annually.

For ATSU programs approved to certify for Title IV funding, a Cost of Attendance (COA) is available which provides estimated amounts for direct and indirect expenses for a period of enrollment.

Class of 2030, year 1
Tuition: $71,750
Student Technology Fee: $1,484
Medical Equipment Fee: $1,000

Class of 2029, year 2
Tuition: $71,750
Student Technology Fee: $1,484

Class of 2028, year 3
Tuition: $71,750
Student Technology Fee: $1,484

Class of 2027, year 4
Tuition: $71,750
Student Technology Fee: $1,484

Refunds

A.T. Still University adheres to a fair and equitable refund policy consistent with the requirements established by the U.S. Department of Education. More details may be found in the **Financial Information** section of this catalog under Refund Information.

Admissions

Application process

ATSU-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 aacomasinfo@liaisoncas.com or via phone at 617.612.2889.

Upon review of the AACOMAS application, ATSU-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 DO) must be submitted with the secondary application.

Due to ATSU-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 US college or university accredited by a US Department of Education institutional accreditor.
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:
    - English
    - Biology/Zoology (with laboratory)
    - Inorganic/General Chemistry (with laboratory)
    - Physics (with laboratory)
    - Organic Chemistry (with laboratory)
4. Applicants are required to submit scores from the Medical College Admission Test (MCAT). The exam must 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. ATSU-SOMA requires criminal background checks for all applicants. The criminal background checks are conducted by a vendor selected by ATSU. The applicant will be responsible for the cost of the background check and will make payment directly to the vendor. Failure to comply with this requirement will result in denial of acceptance into ATSU-SOMA. Prior to clinical rotations, students are generally required to submit to another background check per the policies of the clinical sites.
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. Technology Requirements: Matriculants will have computer hardware and software that meets the minimum technology specifications found at: http://its.atsu.edu/knowledgebase/soma-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 ATSU-SOMA. Students trained in ATSU-SOMA's innovative community partner 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.

Students must meet the following criteria to apply for the DO/MPH dual degree:

- Must have attended the introductory presentation.
- Must be in good academic standing with ATSU-SOMA.
- Must have no course failures during the OMS I year.

The student may then apply online via the ATSU website. There is no application fee for potential DO/MPH students.

Hometown Scholars Program

ATSU has a Hometown Scholars Program that identifies potential applicants who match the mission and values of ATSU-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 ATSU-SOMA does not allow for transfer student admission.

Transfer Credit

The curriculum model and structure of ATSU-SOMA does not allow for transfer course credit.

Transferability of Credits

The transferability of credits earned at ATSU is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at ATSU will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at ATSU to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at ATSU will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Advanced Standing Admission

The curriculum model and structure of ATSU-SOMA does not allow for the awarding of advanced standing into the School.

International Student Admission

All ATSU-SOMA applicants must be U.S. citizens or permanent residents.

Selection of Applicants

The ATSU-SOMA Admissions Committee seeks individuals who will be a good match to ATSU-SOMA's mission and are capable of meeting ATSU-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 ATSU-SOMA Admissions Committee determine if the applicant is a good fit for ATSU-SOMA while enabling the applicant to determine if ATSU-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 recommend to the dean for final approval to accept (with or without contingencies), reject, or place candidates on an alternate list. Applicants are notified of ATSU-SOMA's decision as soon as possible (usually within two weeks of the interview day).

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 ATSU-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 ATSU-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 ATSU-SOMA.

1. Successful completion of a Bachelor of Arts or Science (B.A., B.S.) degree and all ATSU-SOMA prerequisite courses from a US college accredited by a US Department of Education institutional accreditor. This must be verified with submission of all final official transcripts to the ATSU Admission Office.
2. Attendance at all ATSU-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: ATSU-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 facilities 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: ATSU-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. Basic Life Support (BLS) Certification: ATSU-SOMA requires that all students obtain and maintain BLS for Healthcare Workers certification throughout the entire duration of enrollment. First-time certification must be completed via a live course. This requirement may only be met using an online course if it is a certification renewal. 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. Complete school directed Advanced Cardiac Life Support (ACLS) certification prior to reporting for clerkship duty in the OMS III year. Non-compliance at any time during a student's enrollment will result in suspension and/or dismissal.

Grading Policy

ATSU-SOMA programs adhere to the **University grading scale**.

Student Performance Committee

Responsibilities and Membership

ATSU-SOMA's Student Performance Committee (SPC) is a standing committee that evaluates the academic and professional performance and development of all ATSU-SOMA students and, when appropriate, imposes sanctions or forwards recommendations to the Dean as described

below. The SPC safeguards that all students maintain established academic and professional standards set forth by the school and monitor their progress through each year of the ATSU-SOMA curriculum until each student has satisfied all graduation requirements.

Lack of progress includes, but is not limited to, failure of one or multiple courses; failing the same course multiple times; failure of a Comprehensive Osteopathic Medical Licensing Examination (COMLEX) examination; failure to make and sustain adequate progress in the attainment of the seven osteopathic competencies for medical students (osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice); failure to successfully complete assignments, logs, and assessments; or failure to perform successfully in clinical rotations.

The SPC intends to be a supportive and constructive resource for students and ancillary staff of the school by providing feedback, recommended intervention when necessary, and resources for professional development to help students achieve academic and professional goals.

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 for consideration. Matters of academic integrity (i.e. cheating, dishonesty) will result in an automatic referral to the SPC by the Associate Dean for Student Academic Affairs.

Sanctions

The SPC can impose requirements, supports, and discipline appropriate to the circumstances. The committee may impose a reprimand or place a student on warning or probation or recommend suspension or dismissal. The SPC Chair will notify the student of the outcome of their SPC meeting, in writing, within seven (7) business days of the committee meeting.

The following sanctions may be imposed by the SPC:

Consultation

Consultations may include but are not limited to the following:

- Mandated meetings with the ATSU-SOMA Student Achievement Success Team;
- Mandated meetings with the Student Affairs Learning Advisors;
- Mandated meetings with the student's academic advisor or RDME(s);
- 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);
- Educational psychology testing to evaluate the student's cognitive ability to progress in medical school;
- Failure to comply with any mandate is considered a Professionalism violation and will result in referral to the SPC for additional sanctions that can affect student status.

Warning

- Warning is issued to a student who fails to meet ATSU-SOMA's academic or professional standards as outlined in the ATSU-SOMA catalog and student handbook. This may include: course failure, rotation failure, COMLEX exam failure, violation of ATSU-SOMA Code of Conduct, breach of professionalism standards, inability to meet or maintain ATSU-SOMA technical standards, failure to abide by ATSU-SOMA catalog or student handbook policies and procedures.
- The purpose of the warning is to alert the student, faculty, and administration that a 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 professional deficiencies.
- Students on warning are strongly encouraged to suspend all participation in student club leadership positions and service in class officer roles; and suspend participation in extracurricular activities such as conferences or special events sponsored by the college. These measures are recommended to assist the student in concentrating on improvement in their academic progress and avoiding additional violations that could result in escalation to probation, suspension, or dismissal.
- Warning is an internal status change only and will not appear on the ATSU-SOMA transcript, nor on the Medical Student Performance Evaluation (MSPE-Residency Dean's Letter).
- The change in status will remain in effect for the remainder of their academic career unless the student jeopardizes this status with additional violations or infractions.

Probation

- Probation is issued to a student due to academic or professionalism infractions that fail to meet ATSU-SOMA academic or professional standards as outlined in the ATSU-SOMA catalog and student handbook. Examples may include: multiple course failures, multiple rotation failures, multiple COMLEX exam failures, violation of ATSU-SOMA Code of Conduct, breach of professionalism standards, inability to meet or maintain ATSU-SOMA technical standards, or failure to abide by ATSU-SOMA catalog or student handbook policies and procedures.
- The purpose of this change in status is to alert the student, faculty, and administration that a student has experienced difficulty that may require special consideration to assist the student in developing a plan of care to resolve the academic deficiency.
- Students on probation may not serve in student club or class officer roles or be excused from curricular activities to attend conferences or special events sponsored by the school. These measures are employed to assist the

student in concentrating on improvement in their academic progress.
- Probation is an official change in status that will be permanently documented in the student's record and appears on the student's Medical School Performance Evaluation (MSPE).
- Barring additional academic or professional infractions, the SPC will re-evaluate the standing after the probationary period concludes. The lowest status a student can achieve after probation status is warning unless additional violations or infractions occur.

A student with both academic and professionalism concerns may progress from good standing to warning, probation suspension, or dismissal, as these findings may be additive. The SPC also reserves the right to proceed directly to sanction probation or a recommendation to the Dean for suspension, or dismissal when the academic or professionalism concerns are warranted.

The Student Performance Committee can recommend the following actions to the Dean for review and consideration:

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 subsequently be dismissed from ATSU-SOMA. Students may be suspended for various causes including but not limited to:

- Posing an immediate threat to the university community and/or to themselves
- Engaging in illegal activities
- Failure to comply with sanctions imposed by the school or the university
- Failure to comply with university policy such that student, faculty, staff or patient safety is at risk

Dismissal

Dismissal is a permanent separation from the institution. Students may be dismissed for various causes including but not limited to:

- Poor academic performance
- Professionalism violations
- Posing an immediate threat to the university community and/or to themselves
- Engaging in illegal activities
- Failure to comply with sanctions imposed by the school or the university
- Failure to comply with university policy such that student, faculty, staff or patient safety is at risk

A student with three course/clerkship failures throughout their academic career will be recommended by the SPC for dismissal. (A successful remediation of a course/clerkship does not preclude a recommendation for dismissal as a result of three course/clerkship failures throughout a student's academic career.)

A student with two course/clerkship failures within an academic year with more than one remediation failure (in one or more courses) will be recommended by the SPC for dismissal.

Following a Student Performance Committee meeting, the student will be notified of the outcome by the SPC Chair or Dean in writing within seven (7) business days. Decisions sanctioned by the SPC may be appealed to the Dean in writing, within seven (7) calendar days of notification by the SPC Chair. See the appeal process below.

In the event of a SPC recommendation to the Dean for dismissal or suspension, the final decision and notification to the student will come directly from the Dean of ATSU-SOMA.

Right of Appeal

If the SPC sanctions a student, the student may then appeal that decision in writing to the Dean of ATSU-SOMA. A student's appeal must be received no later than seven (7) calendar days following receipt of the SPC letter. The appeal must include a statement of the reason(s) the action is challenged. 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 calendar days following receipt of the student's appeal.

If the SPC recommends a Suspension or Dismissal to the Dean, and the decision is upheld by the dean the student can appeal the decision. Students who wish to appeal a Dean's decision regarding suspension or dismissal should review the section on the Academic Appeals Policy: **Promotion and/or Dismissal Decisions**.

Remediation Policy

Upon failure of a course or clinical rotation, a student will be referred to the SPC for approval to remediate. If a student is approved for remediation by the SPC, the student will be scheduled by the Dean or designee to complete the remediation at the soonest available opportunity identified by the Dean or designee.

Once a failure occurs, successful remediation of any course or clinical rotation will result in a maximal course or clinical rotation grade of R-Pass (Remediation Pass). Any fees associated with the remediation of any course or clinical rotation will be the responsibility of the student, including lodging, travel, and rotation fees. A student who fails a course or clinical rotation remediation will be referred to the Student Performance Committee and is subject to dismissal.

Student Success

Student success activities are managed by the Student Achievement Success Team. This includes advising, learning support, COMLEX and USMLE preparation, and residency (GME) preparation.

Advising

Each ATSU-SOMA student is assigned a primary Mesa faculty advisor, and Regional Director of Medical Education (RDME) faculty advisor(s). The Mesa primary faculty advisor is the student's main support and contact during the OMS I and OMS II years and continues to provide guidance for the duration of the student's tenure at ATSU-SOMA. RDME faculty advisors serve the primary advising role in OMS III-IV years.

The roles of a faculty advisor include:

- Assisting students with the policies and practices of ATSU.
- Addressing questions or concerns regarding 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 resources that are internal (e.g. Student Affairs, Enrollment Services, ATSU-SOMA faculty/administration) or external to ATSU 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 should meet with their faculty advisor at least once per semester in the first and second year and once per year in the third and fourth year to promote professional development and self-reflection.

Academic Counseling

Academic counseling is available through the Student Achievement Success Team in ATSU-SOMA and/or through the University Student Affairs LRAS team. These teams can provide guidance in study skills, time management, and test taking skills. Faculty advisors and RDMEs also can support academic skill development. Additionally, licensing examination preparation is available through the OMS II Integrative Course and the Student Achievement Success Team. Academic counseling sessions for the entire class are held during Professional Development and Scholarly Activity (PDSA) weeks and throughout the academic year, as needed for all OMS years.

Behavioral Health Counseling

Please see the ATSU Student Handbook and the ATSU Website for information about our onsite counseling services and our 24-hour services through TimelyCare.

Career Counseling

Career counseling is provided beginning in the OMS I year and prepares students to develop a robust GME application. Group sessions are held during PDSA weeks and throughout the academic year, as needed for all OMS years. Individual sessions may be scheduled through the Student Achievement Success Team.

All students have access to AAMC Careers in Medicine, Residency Explorer, AMA FREIDA, and the NRMP data. Specific guidance is provided for students participating in military GME and other special matching programs. GME placement data can be found on the ATSU-SOMA website.

Financial Aid and Debt Management Counseling

Financial aid and debt management counseling is provided by ATSU Enrollment Services. All students participating in Federal Title IV Funding Programs receive mandatory counseling. Group sessions on debt management and other financial considerations are held during PDSA weeks and throughout the academic year, as needed. Individual counseling sessions are available by contacting enrollmentservices@atsu.edu.

Medical Student Performance Evaluation (MSPE)

The Medical Student Performance Evaluation (MSPE), also known as the "Dean's Letter," is a document utilized in the residency application process. It serves as an evaluation of a medical student's performance and describes, in a sequential manner, a student's performance through three full years of medical school. As per the American Association of Medical Colleges (AAMC), "the purpose of the MSPE is not to advocate for the student, but rather to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based, to the greatest degree possible, on verifiable information and summative evaluations."

Once the MSPE draft has been created, 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. Final MSPEs are not released to individual students. The national release date for the MSPE to residency programs is typically the end of September of the student's final academic year preceding the match(es).

Students' Rights and Responsibilities

Students have the right to have support and assistance from the College in maintaining a climate conducive to thinking and learning. University teaching reflects consideration for the dignity of students and their rights as persons. Student or faculty mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are unacceptable include, but are not limited to:

- Discrimination as described in the ATSU Non-Discrimination policy
- Sexual harassment
- Unwanted physical contact
- Verbal abuse, profanity, or demeaning comments
- Inappropriate or unprofessional criticism, which belittles, embarrasses, or humiliates
- Unreasonable requests to perform personal services

- Grading used to punish or reward a student for nonacademic activities rather than to evaluate performance
- A pattern of intentional neglect or intentional lack of communication
- Requiring students to perform tasks beyond their level of competency without supervision

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 the COMLEX Level 1 (COMLEX 1) and the COMLEX Level 2CE (COMLEX 2CE).

Students are required to take COMLEX during specific time-frames listed in the sections below. Students must be actively participating in curricular activities (e.g. not on a leave of absence) to sit for COMLEX. If a student is eligible to take COMLEX and does not take it according to the scheduling requirements listed in this section, it is a professionalism violation and the student will be removed from clinical rotations until a passing score on the COMLEX is received. The student will be referred to the Student Performance Committee. Students will not be allowed to start clinical rotations until a passing score on the COMLEX Level 1 is received.

COMLEX Level 1

Students must take COMLEX 1 prior to the deadline provided by the COM Administration. A student is eligible to take COMLEX 1 if they have passed all OMS I and OMS II courses. The examination must be taken at any NBOME-approved testing center.

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 immediately inform the Associate Dean for Student Academic Affairs, the Student Achievement Success Team, their Mesa faculty advisor when they are notified of their result. Based on the student's past academic record, they may be required to appear before the Student Performance Committee and may be placed on Academic Warning. The student's entire academic record since matriculation at ATSU-SOMA may be reviewed by the SPC. If a retake exam is granted by the SPC, the Student Achievement Success Team 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 must re-take COMLEX Level 1 within four weeks of notification of failure unless otherwise approved by the Dean or designee.

COMLEX Level 1 Second Failure

A student who fails the second attempt of COMLEX Level 1 is required to immediately inform the Associate Dean for Student Academic Affairs, the Student Achievement Success Team, their RDME, and their Mesa Faculty advisor. The student will be placed in Directed Studies and on academic probation if the academic status reflects otherwise. The student is required to meet with the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine status updates according to their full academic review to determine progression in the program. If granted a retake by the SPC, the student must re-take COMLEX Level 1 within four weeks of notification of failure unless otherwise approved by the Dean or designee. Awaiting results from a third attempt of COMLEX Level 1 may delay or cancel clinical rotations.

COMLEX Level 1 Third Failure

A student who fails a third attempt of COMLEX Level 1 will be recommended by the SPC for dismissal.

COMLEX Level 2CE

Students who are on-track with their OMS IV class are required to take COMLEX Level 2CE by August 15 of the OMS IV year. The examination must be taken at any NBOME-approved testing center. A student is eligible to take COMLEX Level 2CE if they have successfully completed all OMS III Core curricular requirements including the Osteopathic Principles and Practice (OPP) course. If a student is delayed in their curriculum for any reason, the student is required to take the COMLEX 2CE within 60 days following successful completion of all OMS III curricular requirements. Students are given a 24-hour excused absence from rotations to take COMLEX Level 2CE if a request is submitted through the proper excused absence process at least 10 business days in advance of the examination.

COMLEX Level 2CE First Failure

A student who fails the first attempt of COMLEX Level 2CE is required to immediately inform the Student Achievement Success Team, their RDME(s), and their regional education coordinator (REC) when they are notified of their result. Based on the student's past academic record, they may be required to appear before the Student Performance Committee and may be placed on Academic Warning. The student's entire academic record since matriculation at ATSU-SOMA may be reviewed by the SPC. If a retake exam is granted by the SPC, the Student Achievement Success Team will work with the student and RDME to create an individualized remediation plan which may include time off clinical rotations, Directed Studies, and a formal board preparation course. If granted a retake by the SPC, the student must re-take COMLEX Level 2CE within four weeks of notification of failure unless otherwise approved by the Dean or designee.

COMLEX Level 2CE Second Failure

A student who fails the second attempt of COMLEX Level 2CE is required to inform immediately the Student Achievement Success Team, and their RDME(s) and REC. The student will be removed from clinical rotations at the conclusion of their current clinical clerkship rotation, placed on Directed Studies, and immediately placed on academic probation if the

academic status reflects otherwise. The student is required to meet with the Student Performance Committee. The student's entire academic record since matriculation at ATSU-SOMA will be reviewed by the SPC. The SPC will determine status updates according to their full academic review to determine progression in the program.

The student must re-take COMLEX Level 2CE within four weeks of notification of failure unless otherwise approved by the Dean or designee.

COMLEX Level 2CE Third Failure

A student who fails a third attempt of COMLEX Level 2CE will be recommended by the SPC for dismissal.

COMLEX Level 3

Prior to graduation, students must demonstrate basic clinical competency per assessment, as administered by ATSU-SOMA and/or NBOME for eligibility to sit for COMLEX Level 3. Following graduation, the ATSU Enrollment Services 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

GPA is calculated using the final actual percentage score a student achieved in a course, weighted in proportion to the units of the course. Class ranks are calculated at the end of the student's second year and are determined by ordering the GPAs of the members of the class from highest to lowest. Class rank is recalculated at the end of the third year, incorporating performance in clinical rotations, and this is reported on the Medical Student Performance Evaluation (MSPE).

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 ATSU-SOMA for at least their 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, and the COMLEX Level 2 Cognitive Evaluation (CE).
- Have been approved by the faculty to receive their diploma.
- Participated in a minimum of two debt management sessions prior to graduation.
- Attend the commencement program at which time the degree is conferred.

This program prepares graduates for employment in the following occupation(s), as defined by the U.S. Department of Labor's Standard Occupational Classification (SOC) system, as reported on the institution's Application for Approval to Participate in the Federal Student Financial Aid Programs: Family Medicine Physicians 29-1215.00; General Internal Medicine Physicians 29-1216.00; Emergency Medicine Physicians 29-1214.00; Pediatricians, General 29-1221.00; Psychiatrists 29-1223.00; Obstetricians and Gynecologists 29-1218.00; Surgeons, All Others 29-1249.00; Anesthesiologists 29-1211.00; Radiologists 29-1224.00; Physicians, All Others 29-1229.00.

Curriculum

Students are promoted to each level of the curriculum (e.g., OMS I to OMS II) by meeting the requirements for progression. 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.

Interprofessional Education and Interprofessional Practice

Interprofessional education (IPE) and Interprofessional Practice (IPP) are integrated throughout 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 quadruple aim.

Year One (OMS I)

Requirements for progression to OMS II

- Successful completion of all academic, administrative, and professional requirements for promotion.
- Maintain comprehensive health insurance, disability insurance, BLS certification, and current immunization standards.
- Complete school directed ACLS certification.

Year Two (OMS II)

Requirements for progression to OMS III

- Successful completion of all academic, administrative, and professional requirements for promotion.
- Have taken the COMLEX Level 1 Examination
- Maintain comprehensive health insurance, disability insurance, BLS certification, and current immunization standards
- Obtain ACLS certification

Year Three (OMS III)

Requirements for progression to OMS IV

- Successful completion and passing of OMS III clerkship requirements and OMS III OPP course.
- Successful completion of all academic, administrative, and professional requirements for promotion.

- Maintain comprehensive health insurance, disability insurance, BLS and ACLS certification, and current immunization standards.

Year Four (OMS IV)

Requirements to graduate from ATSU-SOMA

- Have been a student in an accredited osteopathic medical school or equivalent for at least four academic years.
- Have been enrolled in ATSU-SOMA for at least their 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, and the COMLEX Level 2 Cognitive Evaluation (CE).
- Have been approved by the faculty to receive their diploma.
- Attend the commencement program at which time the degree is conferred.

Courses

First Year: Fall Semester

CBIQ 5001 - Case-Based Inquiry I

13 credit hours

Block 1 focuses on the osteopathic principle that "the body has the ability to heal itself." This block introduces the process of case-based inquiry and the application of basic, clinical, and health systems sciences. The focus of this course will be on the foundational concepts underlying homeostatic mechanisms and osteopathic patient care. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

CBIQ 5002 - Case-Based Inquiry II

13 credit hours

This block builds on the CBIQ process learned in block 1 with special emphasis on cases involving the Neuromusculoskeletal System, Skin, and Special Senses. All basic, clinical, and health systems sciences are derived from cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

MEDS 5080 - Medical Skills I

4 credit hours

Medical Skills 5080 is a foundational course designed to introduce students to the core clinical skills essential for patient-centered medical practice. Through guided instruction and experiential learning, students develop competencies in history-taking, physical examination, clinical documentation, and oral presentation of patient cases. The course emphasizes professional identity formation, effective communication, and compassionate bedside manner through structured communication sessions and standardized patient encounters. Students participate in a variety of learning modalities, including large-group discussions addressing topics such as professionalism, evidence-based medicine, health promotion, and the social determinants of health, as well as small-group skills practice with clinician facilitators. Instruction and competency based assessments include hands-on practice of clinical examination techniques, introductory procedural skills, and simulation-based learning experiences.

OSPP 5090 - Osteopathic Principles and Practice I

4 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) is introduced to address the needs of patients 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.

PDSA 5001 - Professional Development and Scholarly Activity I

2 credit hours

Professional Development and Scholarly Activity (PDSA) introduces students to the foundational competencies required of reflective, ethical and socially accountable osteopathic physicians. Through longitudinal learning experiences integrated across the first-year curriculum, students engage in topics of healthcare systems, population health, teamwork, and the basic principles of ethical reasoning. Activities promote metacognition, career planning, and effective communication skills. Cultural humility, self-awareness and early habits of service are emphasized. Students are introduced to scholarly activity, gaining exposure to research inquiry and evidence appraisal as part of establishing a strong professional foundation.

First Year: Spring Semester

CBIQ 5007 - Case-Based Inquiry III

13 credit hours

This block builds on the CBIQ process learned in blocks 1 & 2 with special emphasis on cases involving the Cardiovascular, Pulmonary, and Hematologic systems. All basic, clinical, and health systems sciences are derived from cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to any one system, thus review and application of previously learned material may be emphasized. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

CBIQ 5008 - Case-Based Inquiry IV

13 credit hours

Block 4 is a continuation of the process introduced during all previous CBIQ blocks with an emphasis on cases involving the Gastrointestinal, Renal, Endocrine and Reproductive systems. All basic, clinical, and health systems sciences are derived from cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to any one system; thus, review and application of previously learned material may be emphasized. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

MEDS 5081 - Medical Skills II

4 credit hours

Medical Skills MEDS 5081 is held weekly throughout the spring semester of the first year. MEDS 5081 is a continuation of MEDS 5080.

OSPP 5091 - Osteopathic Principles and Practice II

4 credit hours

This course is a continuation of OSPP 5090.

PDSA 5002 - Professional Development and Scholarly Activity II

2 credit hours

Professional Development and Scholarly Activity (PDSA) continues the introduction to foundational competencies required of reflective, ethical and socially accountable osteopathic physicians. Through longitudinal learning experiences integrated across the first-year curriculum, students engage in topics of healthcare systems, population health, teamwork, and the basic principles of ethical reasoning. Activities promote metacognition, career planning, and effective communication skills. Cultural humility, self-awareness and early habits of service are emphasized. Students are introduced to scholarly activity, gaining exposure to research inquiry and evidence appraisal as part of establishing a strong professional foundation.

Second Year: Fall Semester

CBIQ 6001 - Case-Based Inquiry V

13 credit hours

This block builds on the CBIQ process learned in the first year with special emphasis on cases involving the Cardiovascular, Pulmonary, Hematologic, and Dermatologic systems. All basic, clinical, and health systems sciences are derived from cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to any one system; thus, review and application of previously learned material may be emphasized. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

CBIQ 6002 - Case-Based Inquiry VI

13 credit hours

This block builds on the CBIQ process learned in the first year with special emphasis on cases involving the Endocrine, Reproductive, Gastrointestinal, and Renal systems. All basic, clinical, and health systems sciences are derived from cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to any one system; thus, review and application of previously learned material may be emphasized. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

EPID 6200 - Epidemiology

3 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. 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 tenets of Osteopathic Medicine.

MEDS 6090 - Medical Skills III

4 credit hours

Built on first year foundations, OMS II Medical Skills courses are designed to deepen the understanding of the "why" behind each patient encounter, emphasizing the integration of clinical reasoning with hands-on practice. Through a

combination of supervised clinical experiences, interactive group sessions, and competency-based assessments, students will refine their ability to gather focused medical histories, perform targeted physical examinations, and further develop thorough differential diagnoses, assessments, and management plans. Throughout these courses, students will continue advancing the cognitive and psychomotor skills essential for effective patient care, while also supporting students' personal and professional growth.

OSPP 6100 - Osteopathic Principles and Practice III

4 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. 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.

PDSA 6001 - Professional Development and Scholarly Activity III

2 credit hours

Professional Development and Scholarly Activity (PDSA) III builds on the competencies established in the PDSA I & II, supporting students' continued development as emerging osteopathic physicians. Students deepen their understanding of complex healthcare challenges and the physician's role in promoting equity, ethical practice, and patient-centered care. Activities further promote metacognition, career planning, and effective communication skills. Cultural humility, self-awareness and early habits of service are emphasized. Students expand on their scholarly activity, reinforcing professional accountability, service and a strong professional foundation.

Second Year: Spring Semester

CBIQ 6003 - Case-Based Inquiry VII

6 credit hours

This block builds on the CBIQ process learned in the first year with special emphasis on cases involving advanced Neurology and Human Mind and Behavior. All basic, clinical, and health systems sciences are derived from cases to fully integrate and understand all the underlying mechanisms behind the clinical case presentation. As with real patient scenarios, basic science mechanisms may not be limited to any one system; thus, review and application of previously learned material may be emphasized. Material presented in Medical Skills and Osteopathic Principles and Practice is integrated to emphasize clinical reasoning and application.

CBIQ 600 – Junior Didactics

6 credit hours

Junior Didactics is a comprehensive course designed to integrate the basic science concepts with clinical applications, bridging the gap between theoretical knowledge and practical skills. Drawing from previous coursework in Medical Skills, Osteopathic Principles and Practice, and basic science disciplines, students will engage in an integrative learning experience through structured large-group and small-group sessions to prepare for the transition to the next phase of their training. This course is strategically designed to enhance critical thinking, clinical reasoning and problem-solving abilities, emphasize application of foundational knowledge and real-world medical scenarios, and foster a holistic approach to patient care and medical practice.

BIOS 6210 - Biostatistics & Preventative Medicine

3 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.

INTE 6005 – Clinical Readiness

6 credit hours

The Integrative Clinical Readiness course occurs at the end of year 2 and serves to prepare students for entry into clinical rotations. Building on the foundational Medical Skills curriculum, students will participate in next-level simulation-based activities, development of procedural skills, and team-based patient care. The course includes hands-on and online learning components, as well as competency-based assessments that are required for the student's entry to clinical and in-patient clerkships.

MEDS 6091 - Medical Skills IV

2 credit hours

This course is a continuation of MEDS 6090.

OSPP 6101 - Osteopathic Principles and Practice IV

1 credit hours
This course is a continuation of OSPP 6100.

PDSA 6002 - Professional Development and Scholarly Activity IV

2 credit hours
Professional Development and Scholarly Activity (PDSA) IV continues to build on the competencies established in the PDSA I & II, supporting students' continued development as emerging osteopathic physicians. Students deepen their understanding of complex healthcare challenges and the physician's role in promoting equity, ethical practice, and patient-centered care. Activities further promote metacognition, career planning, and effective communication skills. Cultural humility, self-awareness and early habits of service are emphasized. Students expand on their scholarly activity, reinforcing professional accountability, service and a strong professional foundation.

Year 3 Clerkships and Courses

CORE 7000 - Family Medicine I

4 credit hours
The clerkship in Family Medicine consists of two required, four-week Core experiences. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of Family Medicine and the unique practice of the osteopathic family physician through the integration of didactic knowledge and clinical experiences.

CORE 7001 - Family Medicine II

4 credit hours
This is the second of the two required four-week Family Medicine core rotations. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective and function as a member of the interprofessional healthcare team, continually striving to provide optimum quality patient care and services in a complex system. A required post-rotation COMAT exam is associated with this rotation.

CORE 7006 - General Surgery

4 credit hours
The clerkship in General Surgery provides the student with an overview of General Surgery through an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. A required post-rotation COMAT exam is associated with this rotation.

CORE 7002 - Internal Medicine I

4 credit hours
The clerkship in Internal Medicines consists of two required, four-week Core experiences, providing the student an overview of the clinical specialty of General Internal Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote or Telehealth encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines and reflect the unique practice of an Osteopathic Internal Medicine physician.

CORE 7003 - Internal Medicine II

4 credit hours
This is the second of the two required four-week Internal Medicine core rotations. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective and function as a member of the interprofessional healthcare team, continually striving to provide optimum quality patient care and services in a complex system. A required post-rotation COMAT exam is associated with this rotation.

CORE 7005 - OB/Gyn

4 credit hours
The OB/GYN clerkship is a 4-week Core experience. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of obstetrics and gynecology through the integration of didactic knowledge and clinical experiences. Students will be exposed to the primary care screening protocols as well as diagnosis and management of various abnormalities involving women's health care. A required post-rotation COMAT exam is associated with this rotation.

CORE 7008 - Osteopathic Principles and Practice V

3 credit hours
This is a course which includes scholarly, hands-on and didactics in a flexible framework during the OMS 3 clinical clerkship year. The course is designed to reinforce knowledge gained in the first two years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base.

CORE 7009 - Osteopathic Principles and Practice VI

3 credit hours
This is a course which includes scholarly, hands-on and didactic coursework in a flexible framework during the OMS 3 clinical clerkship year. The course is designed to reinforce knowledge gained in the first two years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base. A required post-rotation COMAT exam is associated with this course.

CORE 7004 - Pediatrics
4 credit hours
The Pediatrics clerkship is a 4-week Core experience. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of pediatric medicine through the integration of didactic knowledge and clinical experiences. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines. A required post-rotation COMAT exam is associated with this rotation.

CORE 7007 - Psychiatry
4 credit hours
The Psychiatry clerkship is a 4-week Core experience. Students may receive exposure to a diverse community of patients in ambulatory or inpatient settings, Telehealth remote patient encounters, and online didactic experiences. This clerkship is designed to provide the student with an understanding of psychiatry through the integration of didactic knowledge and clinical experiences. Throughout the clerkship, osteopathic medical students should approach the care of the patient through a whole person perspective, including the patient's physical complaints considered in the context of their mental, emotional, and spiritual wellbeing as well as contributing factors that include their family circle, community, environment, and social determinants of health. A required post-rotation COMAT exam is associated with this rotation.

ELEC 7028-7210 - OMS III Electives
4 credit hours each, must complete 8 credit hours
This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting part of medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.

ROTR 7010 - Rotation Readiness
2 credit hours
This 2-week course features a combination of asynchronous didactics, synchronous online sessions, and in-person, hands-on training sessions designed to prepare students for the transition to advanced clerkships and audition rotations, including preceptor expectations and continued professional identity formation.

PCSL 7055 - Senior Didactics
4 credit hours
Senior Didactics is a comprehensive course designed to synthesize clinical knowledge obtained during clerkships, while drawing from previous coursework in Osteopathic Principles and Practice and basic science disciplines; bridging the gap between theoretical knowledge and practical skills. Students will engage in an integrative learning experience through structured synchronous and asynchronous online group sessions, assignments, and assessments in preparation for the transition to the next phase of their training. This course is strategically designed to enhance critical thinking, clinical reasoning, and problem-solving abilities needed for upper-level clerkships.

Year 4 Clerkships and Courses

CORE 8001 - Critical Care
4 credit hours
The Critical Care clerkship is a required, four-week Core rotation. This clerkship is designed to provide the student with an understanding of the integration of didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in the inpatient adult or pediatric critical care setting. Wherever possible, learning will occur as part of an integrated set of experiences where students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

CORE 8003 - Emergency Medicine
4 credit hours
The clerkship in Emergency Medicine provides the student with an overview of the clinical specialty of Emergency Medicine with an emphasis on didactic knowledge and clinical experiences. Students may receive exposure to a diverse community of patients in ambulatory, inpatient settings, or remote encounters. Wherever possible, learning will occur as part of an integrated set of experiences where students participate in direct patient care, within several traditional disciplines. This clerkship will provide students with a multifaceted view of Emergency Medicine through clinical reasoning and evidence-based medicine, as well as the incorporation of psychosocial factors, cultural diversity, and resource management. A required post-rotation COMAT exam is associated with this rotation.

CORE 8004 - Osteopathic Principles and Practice VII
2 credit hours
This course includes scholarly, hands-on and didactics in a flexible framework during the OMS 4 clinical clerkship year. The course is designed to reinforce knowledge gained in the first three (3) years of osteopathic principles and practice,

through clinical application, targeted review, and expansion of knowledge base.

CORE 8005 - Osteopathic Principles and Practice VIII

1 credit hours

This course includes scholarly, hands-on and didactics in a flexible framework during the OMS 4 clinical clerkship year. The course is designed to reinforce knowledge gained in the first three (3) years of osteopathic principles and practice, through clinical application, targeted review, and expansion of knowledge base.

SELE 8006-8250 - Selective II: Primary Care or Medicine Subspecialty

4 credit hours

Selective II is a required, four-week rotation in a Primary Care experience or a Medicine Subspecialty such as cardiology, neurology, pulmonology, or immunology, etc. Students should choose from the approved list of Selective rotations. Students can opt to take Academic Study to fulfill this requirement. Academic Study provides the student with the opportunity to participate in independent study activities, as outlined in the course syllabus and approved by faculty.

ELEC 8091-8250 - OMS IV Electives

2 to 4 credit hours each, must complete 24 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.

RESR 8010 - Residency Readiness

2 credit hours

This 2-week course features a combination of asynchronous didactics, synchronous online sessions and in-person, hands-on training designed to prepare students for the transition to residency and working as an intern within the systems-based practice of medicine for optimal patient care and safety.

SELE 8008-8250 Selective I: Medicine Subspecialty

4 credit hours

Selective I is a required, four-week rotation in a Medicine Subspecialty such as cardiology, neurology, pulmonology, or immunology, etc. Students should select a Medicine Subspecialty from the approved list of Selective rotations.

Other Courses

Clerkships

SELE 8177 - Selective II: Public Health [for SOMA DO/MPH dual degree program only]

4 credit hours

The OMS III Patient Care Selective (PCSL 7134) and OMS IV Selective II (SELE 8177) are four-week rotations. The Public Health option requires that the student be enrolled in the DO/MPH dual degree program. DO/MPH students may take the Public Health clerkship in either the OMS III or the OMS IV year but it can only be taken once (i.e. PCSL 7134 or SELE 8177). This DO/MPH specific clerkship can satisfy one SOMA Selective and one CGHS Elective. All DO/MPH students are strongly encouraged to enroll in this course, but they are not required to do so. If students decide not to enroll in this DO/MPH specific clerkship then they will take one additional elective from the CGHS MPH program.

This DO/MPH specific 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 DO/MPH program director, course director (Director of Community Oriented Primary Care), RDME and other advisors to create a unique experience.

Students are required to submit a proposal to the course director 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 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, they will forward it to the ATSU-CGHS Dean or CGHS Public Health Chair for approval. This approval will allow the student to earn dual credit towards the SOMA Selective rotation and one CGHS Elective.

Electives

DIRS 5000 - Directed Studies

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)

DIRS 6000 - Directed Studies

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)

DIRS 7000 - Directed Studies

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)

DIRS 8000 - Directed Studies

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)

ELEC 7161, 7162 - Public Health Elective for SOMA DO/MPH Students

4 credit hours

This elective provides OMS-III DO/MPH students with structured public health practice experience through an applied public health activity that includes direct patient care (7161, clinical) or no direct patient care (7162, non-clinical). Students must complete one approved deliverable selected from the following six options: (1) a site project presentation, (2) a needs assessment, (3) a program evaluation poster and presentation, (4) a policy brief, (5) a site project paper, or (6) a literature review.

Students are required to submit a rotation proposal at least 90 days before the start date. The proposal must outline the selected competencies and the planned deliverables and will be reviewed and approved by the Course Director and the CGHS Program Chair. The final deliverable must demonstrate attainment of the identified MPH competencies.

Completion of this elective satisfies one SOMA elective and one online 10-week CGHS MPH elective. Enrollment is encouraged but not required for completion of the DO/MPH program (the alternative track is completion of two online 10-week CGHS MPH electives). Students may complete only one of the four DO/MPH Public Health electives: ELEC 7161, ELEC 7162, ELEC 8190, or ELEC 8198.

ELEC 8178, 8191 - Public Health Practicum for SOMA DO/MPH Students

4 credit hours

Eligibility: OMS-IV DO/MPH Students.

This clinical elective provides OMS-IV DO/MPH students with an Applied Practice Experience (APE) project. This course may be taken for clinical or non-clinical credit. Students must complete at least two approved APE deliverables and one deliverable for the Integrative Learning Experience (ILE). Examples of acceptable APE and ILE deliverables include, but are not limited to: community assessment reports, education or health promotion materials, curricula, data analysis reports, intervention plans, web-based products, literature reviews, monitoring and evaluation tools, multimedia presentations, patient engagement tools, policy briefs, quality improvement plans, and written reports.

In coordination with the Course Director, CGHS MPH Practicum Director (Faculty-of-Record for PUBH 7850), REC, Site Preceptor, and other advisors, students must submit the required initial paperwork, including:

APE Site and Preceptor Approval Form
Memorandum of Agreement (MOA)
APE Preceptor Credentials Form or Resume/CV
APE Learning Agreement identifying deliverables and aligned core competencies
ILE Final Document Agreement
ILE Final Document

Students must submit all initial paperwork, including the APE Learning Agreement, at least 90 days prior to the start date. All documents are reviewed and approved by the Course Director and the CGHS Practicum Director (Faculty of Record for PUBH 7850). Final deliverables must demonstrate attainment of the selected MPH competencies.

Completion of this elective satisfies one SOMA elective and provides 3 of the 6 credits required for the CGHS MPH PUBH 7850 course requirement. Enrollment in this elective is encouraged but not required for DO/MPH program completion. Students who do not enroll must complete PUBH 7800 (6 credits) through the ATSU-CGHS MPH program to meet the practicum requirement.

ELEC 8190, 8198 - Public Health Elective for SOMA DO/MPH Students

4 credit hours

This clinical elective provides OMS-IV DO/MPH students with structured public health practice experience through an applied public health activity that includes direct patient care (8190, clinical) or no direct patient care (8198, non-clinical). Students must complete one approved deliverable selected from the following six options: (1) a site project presentation, (2) a needs assessment, (3) a program evaluation poster and presentation, (4) a policy brief, (5) a site project paper, or (6) a literature review.

Students are required to submit a rotation proposal at least 90 days prior to the start date. The proposal must outline the selected competencies and the planned deliverable and will be reviewed and approved by the Course Director and the CGHS Program Chair. The final deliverable must demonstrate attainment of the identified MPH competencies.

Completion of this elective satisfies one SOMA elective and one online 10-week CGHS MPH elective. Enrollment is encouraged but not required for completion of the DO/MPH program (the alternative track is completion of two online 10-week CGHS MPH electives). Students may complete only one of the four DO/MPH Public Health electives: ELEC 7161, ELEC 7162, ELEC 8190, or ELEC 8198.

End-of-Rotation Examinations

ATSU-SOMA currently uses the NBOME COMAT examination as an end of rotation exam for OMS III year rotations and Emergency Medicine 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 year, these examinations are to be taken for Family Medicine II, Internal Medicine II, OB/Gyn, Pediatrics, Psychiatry, and Surgery. In addition, the OPP COMAT must be taken as per the OPP Syllabus.

Pre-Doctoral Osteopathic Teaching Fellowship

The Pre-doctoral Osteopathic Teaching Fellowship is a unique opportunity that 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 24 credits. 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 Osteopathic Principles and Practices, Anatomy, and Medical Skills. The fellowship provides unique opportunities to become proficient in advanced osteopathic skills modalities as well as specialized clerkship opportunities in the Osteopathic Medicine Clinic.

Students who have a passion for osteopathic medicine and meet the academic requirements are encouraged to apply.

The academic requirements are:

1. No preclinical course failures or remediations and no COMLEX failures
2. No letters of concern
3. Class standing of at least 80% as a calculation of the average of preclinical courses
4. For OMS-II applicants: Successful completion of COMLEX Level 1 prior to entering fellowship. For OMS-III applicants: Successful completion of COMLEX Level 1 prior to entering fellowship, and must adhere to the COMLEX Level 2 deadline of their OMS-III cohort.

2026-27 Quarterly Addendum No. 1

Effective October 1, 2026

School	Program	Revision
University-wide	All Programs	Update student health insurance information
University-wide	All Programs	Correct Board of Trustees and titles
University-wide	All Programs	Remove Behavior Health & Wellness Counselor information
University-wide	All Programs	Update Student Affairs leadership titles
University-wide	All Programs	Add clarification to Return to Title IV policy and funds formula
University-wide	All Programs	Update ATSU Faculty listing
University-wide	All Programs	Add Private Education Loan return information
University-wide	All Programs	Replace Transfer Credit and Associated Credit form
University-wide	All Programs	Update ATSU Information page
ATSU-ASDOH	Doctor of Dental Medicine	Format change to Internationally-Trained Dentist requirements
ATSU-ASHS	Doctor of Medical Sciences	Remove Advanced Standing information
ATSU-ASHS	Doctor of Medical Sciences	Add DMSc Master's Degree Equivalency information
ATSU-ASHS	Doctor of Audiology Post-Professional	Remove elective designation from AUDP 8400 and AUDP 8460
ATSU-ASHS	Doctor of Occupational Therapy	Update 3+3 Partnership information
ATSU-ASHS	Master of Science in Biomedical Sciences	Replace semester with block in course listing
ATSU-ASHS	Master of Science in Biomedical Sciences	Update course description for MSBS 5150
ATSU-ASHS	Occupational Therapy programs	Add courses to course listing and update course titles
ATSU-ASHS	Doctor of Physical Therapy	Remove DPTR 7316 from prerequisites from DPTR 7730, DPTR 7430 & DPTR 8160 courses
ATSU-ASHS	Master of Science in Physician Assistant Studies	Update ARC-PA Accreditation verbiage
ATSU-CGHS	Adaptive Support, Graduate Certificate & Functional Fitness for Older Adults Graduate Certificate	No longer offering Adaptive Support, Graduate Certificate & Functional Fitness for Older Adults Graduate Certificate
ATSU-CGHS	All ATSU-CGHS Programs	Update ATSU-CGHS Plagiarism policy
ATSU-CGHS	Doctor of Health Administration, Doctor of Health Sciences, Doctor of Education in Health Professions Education	Add Bachelor's to Doctoral Direct-Entry Admissions Requirements
ATSU-CGHS	Doctor of Health Administration	Update to Doctor Research Project Course descriptions
ATSU-CGHS	Doctor of Health Administration	Remove DHAD 9010 from course listing and course descriptions
ATSU-CGHS	Doctor of Nursing Practice	Add additional Admissions Requirements
ATSU-CHC	Master of Science Physician Assistant Studies	Remove CCPA 5200, CCPA 6500, & CCPA 6510 from course listing
ATSU-MOSDOH	All ATSU-MOSDOH Programs	Update Dean information

ATSU-SOMA	Doctor of Osteopathic Medicine	Update Student Performance Committee Referral Policy
ATSU-SOMA	Doctor of Osteopathic Medicine	Update program accreditation