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CATALOG 2017-2018

GLENDALE, ARIZONA CAMPUS



MIDWESTERN UNIVERSITY

Tomorrow's Healthcare Team

MIDWESTERN UNIVERSITY COURSE CATALOG 2017-2018

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MIDWESTERN UNIVERSITY

I welcome you to our Glendale Campus and your new academic community. The students of Midwestern University represent a dynamic group of individuals who share a passion for learning, a personal drive that prepares them for a long and successful professional healthcare career, and a commitment to excellence. Midwestern University is a special place and our students are active participants within the campus and external community.

It is our philosophy that students learn within our team environment by studying and sharing experiences with their peers while being mentored and coached by our faculty and staff. At Midwestern University, the commitment to excellence in education is the ultimate goal of mine and the entire University Administration, which takes a personal interest in the quality of education while providing a safe and secure environment in which to live and learn.

What makes us special? Our foundation is the dedicated faculty and staff who work diligently to provide you with outstanding educational opportunities. We believe in a continuum of education that begins as you enter Midwestern and never ends. It is our mission to provide you with the best education to prepare you to serve in your chosen career.

Midwestern University makes a commitment to its students that they will be intellectually prepared to serve your community as a healthcare professional who has the skills, ability, and leadership to meet the changing demands of healthcare. I am proud to say that our students and alumni reflect the positive human values we believe are essential within the changing healthcare environment in order to make a significant contribution to society. Our students care about their patients as well as their colleagues and families.

Midwestern University provides you with dedicated faculty who excel in teaching, research, and service within their professions. The University exists to preserve, extend, and transmit knowledge and deepen understanding of the health and well being of the human person. Our tradition of excellence is based on a long legacy of dedicated teachers and professionals who have demanded academic excellence and respect for the dignity of the whole person.

Our colleges are known for their innovation and excellence in education. As a student within the Arizona College of Osteopathic Medicine, the College of Pharmacy-Glendale, the College of Health Sciences, the College of Dental Medicine-Arizona, the Arizona College of Optometry, or the College of Veterinary Medicine, I know you will find our values and beliefs to be consistent. We are one academic community working together to provide you with an outstanding education.

I welcome you to this dynamic academic community. I hope you will find your days on the Glendale Campus of Midwestern University to be intellectually challenging and personally rewarding.

Kathleen H. Goeppinger, Ph.D.
President and Chief Executive Officer

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MISSION

Midwestern University's historical and sustaining philosophy dedicates the institution and its resources to the highest standards of academic excellence to meet the educational needs of the healthcare community.

VISION

Midwestern University will provide a safe and healthy environment that challenges its faculty, staff, and students to:

1. Promote and maintain the osteopathic philosophy
2. Nourish intellectual creativity and foster the critical thinking and communication skills that stimulate personal growth and engender professional development
3. Support the teaching, scholarly activity, and service capabilities of the University
4. Respect, appreciate, and acknowledge the achievements of all members of the academic community
5. Embrace cultural and social diversity in the academic community and the community-at-large

HISTORY

Midwestern University: A Legacy of Growth and Development

Midwestern University has a proud and impressive history. Founded in 1900 as the American College of Osteopathic Medicine and Surgery by J. Martin Littlejohn, Ph.D., D.O., M.D. (1865-1947), the organization was incorporated in Chicago, Illinois, to train physicians in a not-for-profit environment.

Dr. Littlejohn hired talented faculty that enabled the College to establish a reputation as a leader in medical education, research, and clinical practice. The early faculty mentored their students in the art and science of osteopathic medicine while teaching surgery, principles and practices of osteopathy, anatomy, and basic science. The growth of our osteopathic college is intertwined with that of the osteopathic medical profession itself. Ever since 1874 when a country doctor, Andrew Taylor Still, announced his new theory of osteopathy and began the first college in 1892, the profession has grown

in reputation and acceptance around the country and many international settings.

Today Northwestern University is still governed by the strong principles of the founding administration and faculty. We are an independent, not-for-profit corporation organized primarily to provide graduate, and postgraduate education in the health sciences. We are dedicated to the education and development of our students, faculty, and staff in an environment that encourages learning and personal development.

From the earliest days of our founding college, the development of the University has been impressive. The vision of the University leadership is to serve the needs of society by developing the healthcare team of tomorrow, while students learn the art and science of their professions within a safe and secure campus environment.

The Downers Grove, Illinois, Campus was purchased in 1986, and the Chicago College of Osteopathic Medicine (CCOM) moved from its prior home in Hyde Park, Illinois, to this western suburb. Following the relocation of the College, the Board of Trustees voted to begin the development of new academic programs within the health sciences. The Chicago College of Pharmacy (CCP) began in 1991, the College of Health Sciences (CHS) began in 1992, the College of Dental Medicine - Illinois (CDMI) in 2009, and the Optometry Program in 2014. In 1993, the Board of Trustees unanimously approved a single, educational mission for the institution, and Northwestern University emerged. Today the Downers Grove Campus, located on 105 acres, has 20 buildings that include academic classrooms, laboratories, a state-of-the-art library and auditorium building, science building, student commons, recreation center, and student housing. The University also opened the MWU Medical Campus in Spring 2013.

The Glendale, Arizona, Campus was founded in 1995 when the Board of Trustees approved the purchase of land and the building of this new campus. The Arizona College of Osteopathic Medicine (AZCOM) began in 1995, the College of Health Sciences in 1996, the College of Pharmacy-Glendale (CPG) in 1998, the College of Dental Medicine (CDMA) in 2006, the Arizona College of Optometry (AZCOPT) in 2008, and the College of Veterinary Medicine in 2012. The campus has seen rapid growth in the number of buildings, academic programs, faculty, staff, and students. Today the Glendale Campus, located on 145 acres, has 35 buildings that provide for academic classrooms, state-of-the-art laboratories, student commons, auditorium, recreation center, student housing, a Multispecialty Clinic, the Dental and Eye Institutes, and the Companion Animal Clinic.

Northwestern University has developed strong partnerships with healthcare providers and facilities around the country to aid in the education of students in all of its academic programs. The history of the institution is reflected in the

many alumni who have successful careers and a deep affection for their college and University. The Administration and the Board of Trustees are dedicated to fulfilling our mission of excellence and service. We remain committed to our tradition of providing quality health care education. We are educating tomorrow's healthcare team.

ACCREDITATION

Northwestern University is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; 800/621-7440; www.higherlearningcommission.org).

Please refer to the specific college sections of this catalog for further information on program and professional accreditation.

Minnesota Registration

Northwestern University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institute. Credits earned at the institute may not transfer to all other institutions.

Texas Workforce Commission

Northwestern University is not regulated in Texas under Chapter 132 of the Texas Education Code.

State Authorization Reciprocity Agreement (SARA) Initiative

Northwestern University is an institutional participant in the SARA Initiative.

ARTICULATION AGREEMENTS

Northwestern University has agreements with Arizona State University and Grand Canyon University. Aside from these two articulation agreements, college-specific articulation agreements are included in the college subsections of the Catalog.

CONFERRAL OF DEGREES

The State of Arizona Board of Private Postsecondary Education has approved all current degree programs at Northwestern University's Glendale campus. All degrees are conferred by the authority granted by this Board.

EQUAL OPPORTUNITIES FOR ALL

Northwestern University provides equality of opportunity in its educational programs for all persons, maintains nondiscriminatory admission policies, and considers for admission all qualified students regardless of race, color, sex, gender, sexual orientation, religion, national or ethnic origin, citizenship status, disability, status as a veteran, age, or marital status.

RIGHT TO CHANGE REQUIREMENTS

Midwestern University reserves the right to change the catalog or any University policies or procedures from time to time. Although notice is not required for any change to take effect, the University will make reasonable attempts to timely notify students of any changes through website or email postings, or other methods deemed appropriate by University administration. Possible changes include, but are not limited to, changes to the calendar, admission requirements, degree requirements, fees, policies, course offerings, programs, academic schedules, course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities. The University may change, modify, or alter, without notice, any information contained in the Catalog, Student Handbook, or other issued materials or information at their sole discretion. Students are responsible for understanding all requirements of the University and making themselves aware of any changes.

FACILITIES

The 156-acre Glendale Campus boasts a scenic location situated 15 miles outside of downtown Phoenix. Facilities on the campus include:

- Cactus Wren Hall, the newest classroom and laboratory building on campus, containing lecture halls, conference rooms, and classrooms (78,000 sq ft).
- Sahuaro Hall, with lecture halls, conference rooms, and laboratory classrooms boasting the finest in educational equipment and medical resources (64,850 sq ft).
- Cholla Hall, with two lecture auditoria, modern pharmacy laboratories, multi-use classrooms, and a computer lab (37,976 sq ft).
- Ocotillo Hall, with cutting-edge practice labs, classrooms, and a 600-seat dividable auditorium (40,000 sq ft).
- Agave Hall, with state-of-the-art anatomy and osteopathic manipulative medicine labs, as well as several multi-purpose spaces (40,000 sq ft).
- Glendale Hall, featuring classrooms, faculty offices, and a dental simulation lab (130,000 sq. ft.).
- Foothills Science Center, which houses faculty research facilities (26,765 sq ft).
- Mesquite Hall, home of the Clinical Skills & Simulation Center which offers human and technology-based simulation models for MWU students to practice clinical skills; features 19 clinical and 6 specialty exam rooms, a mock OR/ER, scrub room, and student testing/faculty observation areas with high-resolution video.
- 2,600-seat Auditorium with classroom space for lectures and large campus events (40,000 sq ft).

- Recreation & Wellness Hall, with gymnasium and exercise facilities, and special rooms for music, crafts, and dance/aerobics (26,135 sq ft).
- Four Barrel Student Center buildings, which are home to University departments including Admissions, Financial Aid, University Relations, Communications, Human Resources, Information Technology, Campus Security, and the Stagecoach Dining Hall. Student amenities include lounges, game room, and outdoor basketball courts and a sand volleyball court.
- Comprehensive medical library with computer resources and study rooms.
- Chanen Interfaith Chapel, with space for personal reflection, student organizations, special events.
- The Midwestern University Multispecialty Clinic, offering comprehensive family medical treatment in six specialty areas, including Clinical Psychology, Family Medicine, Foot and Ankle Services, Osteopathic Manipulative Medicine, Speech-Language Pathology, and Pharmacy Services.
- The Midwestern University Dental and Eye Institutes, providing community dental and eye care and experiential education for our students.
- The Animal Health Institute, a complex of community veterinary facilities including the Companion Animal Clinic, the Equine and Bovine Center, and the Diagnostic Pathology Center, providing healthcare and services for animals of all sizes and types.

HOUSING

Student Apartment Complex

The apartment complex consists of studios and one- and two-bedroom apartments that feature ample study and living space; kitchen with range, oven, and refrigerator; wireless Internet; and cable television. The complex also has a swimming pool, volleyball court, sand play area for children, picnic and barbecue areas for residents and their guests.

For further information regarding on campus housing on the Glendale Campus, students may contact the Director of Residence Life at 623/572-3848 or the Office of Student Services at 623/572-3210.

AMERICANS WITH DISABILITIES ACT POLICY

Midwestern University makes reasonable accommodations for the physical and mental limitations of students, faculty and staff to the extent that such accommodation does not impose an undue hardship on the conduct of its business. The University's planning includes reasonable physical accommodation to the special needs of disabled individuals and disabled veterans, including access to the buildings,

utilization of the restroom facilities, and mobility requirements within building and parking locations.

Disabled students' rights are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990 (ADA). It is the policy of Midwestern University to ensure that no qualified student with a disability is excluded from participation in or subjected to discrimination in any University program, activity, or event.

CRIMINAL BACKGROUND CHECKS

Due to growing nationwide concerns regarding the suitability of today's healthcare professionals, many hospitals, healthcare systems, clinics, physician offices, or pharmacies providing healthcare services require disclosure of an individual's criminal history. In addition, many state statutes also require disclosure of an individual's criminal history in order to apply for certain health professional certificates, registrations, and licenses. Existence of a criminal history may subject an individual to denial of an initial application for a certificate, registration, or license to practice in a clinical setting or result in the revocation or suspension of an existing certificate, registration, or license. In response to this growing trend, Midwestern University requires students to submit to criminal background checks.

It is the policy of Midwestern University that all accepted students must submit to a criminal background check prior to matriculation. In addition, students who remain enrolled must submit to a criminal background check as needed to remain eligible for continued participation and/or to participate in clinical rotations. A criminal background check may necessitate one or more of the following: 1) a standard criminal background check conducted through an approved background check agency, 2) a fingerprint background check conducted by an approved agency, in which the prints are submitted to both State Police and the FBI database and/or 3) an International Police Clearance. The procedure utilized to conduct the background check will be based upon the individual's residency status, country of origin, time in residence in the United States and specific program requirements. In accordance with the laws of the State of Illinois, CCOM students are required to undergo fingerprinting as part of the criminal background check process. Students in other programs may also be required to undergo fingerprinting. The criminal background check involves obtaining an authorization from a matriculating or current student that allows the University to obtain the student's individual criminal history. The results of the background check are reviewed by the Dean of Students to determine whether or not there is a record of misdemeanor and/or felony convictions. If there is a positive record, the Dean of Students will inform the appropriate College Dean and the Director of University Risk Management so the University can make a determination whether the criminal history will negatively impact the student's admission status

or ability to complete the practical training/rotation requirements of the degree program. Criminal background checks are conducted through the Office of Student Services as part of the initial student matriculation process and on an as-needed basis thereafter while a student is actively enrolled at Midwestern University.

- All matriculating students must complete the Criminal Background Release and Consent Form to conduct the criminal background check. All newly admitted students who have submitted a matriculation deposit are provided with access to a copy of the University policy and the Criminal Background Release and Consent Form. By going to the Midwestern University website (<http://www.midwestern.edu>) and selecting MWUNET, the student can complete the Consent Form, which can be found under the Student Services Tab on the portal. The Policy can be accessed by logging into the Student Handbook under the Resource section and selecting 'Criminal Background Check Policy'.
 - Incoming pharmacy, optometry and dental students will complete a criminal background check through the appropriate application agency (PharmCAS, OptomCAS or ADEA). The results of those background checks will be forwarded to Midwestern University.
 - Incoming international students must complete an International Police Clearance, either under the guidance of Midwestern University or their application agency. If the international student has also resided in the United States within the seven year period prior to matriculation, the student must also complete a criminal background check. The International Police Clearance must be initiated by the student according to the guidelines of the country from which the Clearance is required.
 - Incoming students must complete the criminal background check requirement prior to matriculation. For students who are admitted close to their matriculation date, or for students whose situation may necessitate an extension, the criminal background check must be completed by the end of the first month of the first quarter of enrollment for their program. Failure to complete the background check within the stated timeframe jeopardizes their continued enrollment, and the student may be required to take a mandatory leave of absence.

- The Office of Student Services will contract with a professional service to conduct the criminal background check.
- The Dean of Students will review all criminal background reports and determine whether or not a misdemeanor or felony conviction record exists. If a felony or misdemeanor conviction exists, the Dean of Students will conduct a criminal background investigation. The investigation may include any of the following components:
 - Request for additional detailed information about the positive criminal background check report. This may entail one or more meetings with the student.
 - Collection of additional data, e.g., Federal Bureau of Investigation fingerprints and report, concerning the positive criminal background check report. Following the criminal background investigation, the Dean of Students, in consultation with the Academic Dean (or their designees), will determine whether or not the student should be disqualified from matriculation or continued enrollment. A record of criminal activity will not automatically disqualify a student from enrollment or continued enrollment. The University will consider such factors as (but not limited to) the nature of the crime, the age of the individual at the time the crime was committed, length of time since the criminal activity, any fines, sanctions or convictions, the nature of the clinical program and the relatedness of the conviction, and whether the University will be able to provide appropriate professional clinical training to the student. Students who are permitted to matriculate with a positive criminal background check are required to sign a waiver stating their understanding of the possible negative impact of their background check on their education, postgraduate training and licensure.
- Failure to disclose criminal activity or material misrepresentation of information by an incoming student is deemed to be falsification of the application and may result in denial of admission, matriculation and/or dismissal from the program and University. Failure to disclose criminal activity or material misrepresentation of information by an enrolled student is deemed to be a violation of the student Code of Conduct and may result in dismissal from the program and University. Incoming and enrolled students must disclose any criminal activity, including misdemeanor or felony charges/convictions to their Academic Dean and the Dean of Students.
- Failure of the student to present appropriate forms to the Office of Student Services for the purpose of conducting criminal background checks when requested will bar the student from initial matriculation and/or continued enrollment.
- Students with a positive criminal background check are individually responsible for checking the licensing and certification requirements in any state where the student is interested in participating in a postgraduate residency training to determine whether or not their criminal background will be a barrier to participation.
- Students are required to disclose to the Dean of Students and appropriate Academic Dean any arrests, criminal charges, or convictions against them during their entire period of enrollment as a student at Midwestern University. Disclosure must be made immediately after the incident that resulted in charges so the University can assess the impact of the incident on the student's academic progression. Such arrests, criminal charges, or convictions may negatively impact a student's ability to obtain and/or complete clinical rotations or preceptorships, post-graduate residency placement or licensure.
- Midwestern University does not guarantee clinical rotations, post-graduate residency placement or licensure for students who have a positive criminal history. Clinical rotation placement, post-graduate residency placement, and licensure are governed by separate entities who use their own specific set of standards that may be different than those used by Midwestern University. In such cases, the University confidentially shares information about the student's positive criminal history with potential preceptors and practice site representatives as necessary and on a need-to-know basis. This may include releasing a copy of the original Criminal Background Check report for their review. This gives the preceptor and site representatives an opportunity to decide whether the student is acceptable to the site. For this reason, scheduling and completion of practical training/rotations and graduation may be delayed. In some instances, it will not be possible to arrange for practical training/rotations at specific sites. Under these circumstances, the college/program will work with the student to find a possible clinical rotation site that will accept a student with a positive criminal background check.
 - If this information is known by the University prior to the student's matriculation, the Academic Dean (or their designee) will meet with the potential student to discuss the consequences of the positive criminal background investigation on the student's ability to complete degree requirements, post-graduate residency placement and licensure so that appropriate action can be taken.

- If this information is known by the University after the student's matriculation, the Academic Dean (or their designee) will meet with the student to discuss the consequences of the positive criminal background investigation on the student's ability to start/resume practical training/rotations and the student's ability to graduate, secure a post-graduate residency and obtain licensure so that appropriate action can be taken.
- Records concerning a student's positive criminal background check are stored in a confidential file in the Student Services Office.
- In the event that a student is assigned to a practical training/rotation site that requires a copy of the original Criminal Background Check report prior to a student's placement at the site, the student's criminal background check report and cover letter will be scanned into an encrypted password protected PDF file. The encrypted PDF file will be forwarded via email to the rotation site coordinator.

HARASSMENT/UNLAWFUL DISCRIMINATION

Midwestern University believes in the dignity and worth of its students, faculty, staff, interns, and residents and therefore maintains a policy of nondiscrimination for all students, faculty and staff regardless of race, color, gender, gender identity, sex, sexual preference, religion, national origin, ethnic origin, disability, status as a veteran, marital status, pregnancy status, or age. Any form of unlawful discrimination or harassment that has the effect of substantially interfering with the individual's performance or creates an intimidating, hostile, or offensive learning/working environment is not tolerated by the University. This policy/procedure establishes a protocol whereby those who believe they have been discriminated against or harassed may obtain redress promptly and equitably through formal and informal procedures of the University.

This policy applies to all members of the University community, each of whom is expected to report promptly complaints about violations. Students found to be in violation of this policy shall be subject to disciplinary action, which may include, but is not limited to, disciplinary warning, disciplinary probation, suspension, or dismissal. No action shall be taken against anyone who submits a complaint that he or she believes to be valid - regardless of the outcome of the investigation; however, any person found to be intentionally dishonest in making the allegations or to have made them maliciously is subject to University discipline.

Definitions

Unlawful Discrimination: Unlawful discrimination refers to unfair or unequal treatment of an individual or group based on protected status, such as race, color, gender, gender

identity, sex, sexual preference, sexual orientation, religion, national origin, ethnic origin, disability, status as a veteran, marital status, pregnancy status, age or other protected group status as defined by law.

Harassment: Harassment includes all unwelcome conduct (whether verbal, physical, visual or written) based on an individual's protected status, such as race, color, gender, gender identity, sex, sexual preference, sexual orientation, religion, national origin, ethnic origin, disability, status as a veteran, marital status, pregnancy status, age or other protected group status as defined by law. Among the types of conduct prohibited by this policy are teasing, jokes, slurs, epithets, and negative stereotyping based on another person's protected status. Even where the conduct is not sufficiently severe or pervasive to rise to the level of a legal violation, MWU discourages any such conduct in the workplace and/or any of our related educational settings and reserves the right to take remedial action for all conduct it deems inappropriate.

Complaint Process

Informal Complaint Resolution

Any member of the MWU community may seek advice, or information, on matters related to harassment without having to lodge a formal complaint. Students who feel they are being harassed, or are uncertain as to whether what they are experiencing is harassment, are encouraged to talk to the Dean of Students. The complaining party (the "complainant"), will be informed as to the options available under this policy, including upgrading the informal complaint to a formal written complaint (see below #2). At the complainant's request, steps will be taken to resolve the complaint informally. The aim of the informal resolution process is to ensure that the alleged offending behavior ceases and that the matter is resolved promptly. The name of the complainant will be held in confidence during the informal resolution process, unless and until the complainant agrees that additional people must be informed in order to facilitate a solution. The Dean of Students will have the discretion to determine when the situation warrants notification of an alleged offender. If deemed advisable, constructive, confidential informal discussion to increase awareness will be undertaken with the person alleged to have violated this harassment policy. An informal complaint may also be elevated to a formal complaint by the Dean of Students because of the severity of the factual allegations made by the complainant or because of the frequency of allegations against the alleged offender (see section below).

Formal Complaint Resolution

Prior to any formal action, a formal complaint must be reduced to writing, identifying both the complainant and the alleged offender.

1. After a complaint has been reduced to writing, an investigation of the alleged harassment will be initiated by the Dean of Students, if possible, within

- 3 working days. For complaints against faculty, staff, administrators and preceptors, the Dean of Students and the Director of Human Resources will initiate a joint, formal investigation of the allegations, with the right to interview other parties in relation to the complaint in order to conduct a fair and thorough investigation.
2. The investigation will include, at a minimum, an interview with the complainant. The alleged offender will be interviewed if it is determined that the allegations, if true, would constitute a violation of this policy. The alleged offender will then be informed of the nature of the allegations, the identity of the complainant, the facts surrounding the allegations, and will be afforded a full opportunity to respond to the allegations. Any other person who may have information regarding the alleged harassment may also be interviewed.
 3. Notes and documentation of all interviews relating to the investigation will be maintained. All matters related to the investigation shall remain confidential to the extent permitted by law, provided it does not interfere with MWU's ability to investigate or take corrective action.
 4. The Dean of Students will report his or her findings to the college dean/department or division head/program director of the alleged offender for disposition typically within 10 working days of the receipt of the written complaint. For incidents involving faculty, staff, administrators and preceptors, the findings will be reported to the Vice-president of Human Resources, as well as the college dean/department or division head/program director when applicable.
 5. The report shall include the allegation, the investigative process, the persuasiveness of the evidence, and the credibility of the witnesses. The report shall arrive at one of the following 3 findings based upon the preponderance-of-the-evidence standard (i.e., that is more likely than not that harassment/unlawful discrimination occurred):
 - Harassment/unlawful discrimination has occurred;
 - Harassment/unlawful discrimination did not occur; or
 - There is inconclusive evidence as to whether harassment/unlawful discrimination occurred.
 6. Upon review, the college dean/department or division head/program director or Vice-president of Human Resources responsible for receiving the report will recommend or take appropriate disciplinary action, if applicable.
 7. Notification of the findings and disposition as recommended by the college dean/department or division head/program director or Vice-president of Human Resources shall be provided, confidentially, in writing, to both the complainant and the alleged offender.

8. The complainant or the alleged offender may appeal the decision of the college dean/department or division head/program director or Vice-president of Human Resources or Dean of Students.
9. All complaints and associated resolutions will be kept on file in the Office of the President in accordance to HLC/NCA accreditation requirements and in the Office of the Dean of Students when complaints/resolutions involve students.

Appeal by a Student

1. A student's request for appeal must be submitted in writing to the President within 14 calendar days of the date of notification of findings. The President can designate the appropriate Vice President, Chief Academic Officer to review the case.
2. The appeal shall proceed according to the procedures stated in Appendix 2, Section 4 of this handbook.

Protection Against Retaliation

MWU shall not in any way retaliate against any individual who informally or formally complains of harassment. Retaliation is a serious violation of this harassment policy. Any person found to have retaliated against another individual for reporting harassment will be subject to disciplinary action up to and including dismissal.

SEXUAL MISCONDUCT

The University is committed to ensuring the safety and security of all its members. Sexual misconduct is a serious violation of the standards set by the University community since it creates an atmosphere of distrust and inequality and will not be tolerated. Sexual misconduct includes sexual harassment, sexual abuse, sexual assault or rape, domestic violence, dating violence and stalking. This policy/procedure establishes a protocol whereby those who believe they have been subjected to sexual misconduct may obtain redress promptly and equitably through the policies and procedures of the University.

This policy applies to all members of the University community, regardless of position/status, gender or sexual orientation. Each member of the University community is expected to report promptly complaints about violations. Any student found to be in violation of this policy shall be subject to disciplinary action, which may include, but is not limited to, disciplinary warning, disciplinary probation, suspension, or dismissal. Any action taken by the University is independent of actions taken by external law enforcement agencies. No action shall be taken against anyone who submits a complaint that he or she believes to be valid - regardless of the outcome of the investigation; however, any person found to be intentionally dishonest in making the

allegations or to have made them maliciously is subject to University discipline.

No Retaliation Statement: No action shall be taken against anyone who submits a complaint that he or she believes to be valid - regardless of the outcome of the investigation; however, any person found to be intentionally dishonest in making the allegations or to have made them maliciously is subject to University discipline.

Title IX

Title IX of the Educational Amendments of 1972 prohibits sexual discrimination. Sexual harassment and sexual violence are considered forms of sexual discrimination, and are therefore violations of Title IX. Violations of the University Sexual Misconduct Policy must be reported to Dr. Teresa Dombrowski, Dean of Students - Title IX Coordinator, Downers Grove campus or Dr. Ross Kosinski, Dean of Students- Title IX Coordinator, Glendale Campus.

Confidentiality

Employees of the University, including Resident Advisors in Housing, are required to report incidents of sexual misconduct to the Title IX Coordinator regardless of whether the student reporting the violation requests confidentiality. Campus counselors are not required to report, without the student's consent, incidents of sexual misconduct to the school in a way that identifies the student' (OCR) and therefore can be approached in confidence. Nonetheless, Midwestern University will make every effort to maintain the confidentiality of the student reporting the violation. However, requests for complete confidentiality may hamper the ability of the University to fully respond to the incident and restrict the University's ability to pursue disciplinary action. Furthermore, the University may determine that its requirement to provide a safe, non-hostile and nondiscriminatory environment for all students supersedes the confidentially request of the student reporting the violation. Evaluations of requests for confidentiality will be made by the Title IX coordinator on each campus.

Arizona - Sexual Misconduct Definitions

Domestic Violence

Domestic violence means any act which is a dangerous crime against children as defined in section 13-705 (dangerous crimes against children) or an offense defined in section 13-1201 through 13-1204 (endangerment, threatening or intimidating, assault, aggravated assault), 13-1302 through 13-1304 (custodial interference, unlawful imprisonment, kidnapping) 13-1502 through 13-1504 (criminal trespass in the third, second and first degree) or 13-1602, (criminal damage); section 13-2810 (interfering with judicial proceedings), section 13-2904, subsection A, paragraph 1, 2, 3 or 6 (disorderly conduct), section 13-2916 (use of telephone to terrify, intimidate, threaten, harass, annoy or offend) or section 13-2921 (harassment), 13-2921.01 (aggravated harassment), 13-2923 (stalking), 13-

3019 (surreptitious photographing, videotaping, filming or digitally recording or viewing), 13-3601.02 (aggravated domestic violence) or 13-3623 (child or vulnerable adult abuse), if any of the following applies:

1. The relationship between the victim and the defendant is one of marriage or former marriage or of persons residing or having resided in the same household.
2. The victim and the defendant have a child in common.
3. The victim or the defendant is pregnant by the other party.
4. The victim is related to the defendant or the defendant's spouse by blood or court order as a parent, grandparent, child, grandchild, brother or sister or by marriage as a parent-in-law, grandparent-in-law, stepparent, step-grandparent, stepchild, step-grandchild, brother-in-law or sister-in-law.
5. The victim is a child who resides or has resided in the same household as the defendant and is related by blood to a former spouse of the defendant or to a person who resides or who has resided in the same household as the defendant.

Oral Sexual Contact

Oral sexual contact means oral contact with the penis, vulva or anus.

Sexual Abuse

A person commits sexual abuse by intentionally or knowingly engaging in sexual contact with any person who is fifteen or more years of age without consent of that person or with any person who is under fifteen years of age if the sexual contact involves only the female breast.

Sexual Assault

A person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.

Sexual Conduct

Sexual contact means any direct or indirect touching, fondling or manipulating of any part of the genitals, anus or female breast by any part of the body or by any object or causing a person to engage in such contact.

Sexual Harassment

Sexual harassment is a form of harassment that may involve the behavior of a person of either sex against a person of the opposite or same sex, and occurs when such behavior constitutes unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical behavior of a sexual nature where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or

employment decisions affecting the individual's welfare; or

- Such conduct has the purpose or effect of substantially interfering with an individual's welfare, academic or work performance, or creates an intimidating, hostile, offensive, or demeaning education or work environment.

Sexual Intercourse

Sexual intercourse means penetration into the penis, vulva or anus by any part of the body or by any object or masturbatory contact with the penis or vulva.

Stalking

A person commits stalking if the person intentionally or knowingly engages in a course of conduct that is directed toward another person and if that conduct either: 1) Would cause a reasonable person to fear for the persons safety or the safety of that persons immediate family member and that person in fact fears for the persons safety or the safety of that persons immediate family member 2) Would cause a reasonable person to fear death of that person or that persons immediate family member and that person in fact fears death of that person or that persons immediate family member.

Without Consent

Without consent includes any of the following: 1) the victim is coerced by the immediate use or threatened use of force against a person or property. 2) The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant. For purposes of this subdivision, "mental defect" means the victim is unable to comprehend the distinctively sexual nature of the conduct or is incapable of understanding or exercising the right to refuse to engage in the conduct with another. 3) The victim is intentionally deceived as to the nature of the act. 4) The victim is intentionally deceived to erroneously believe that the person is the victim's spouse.

Reporting Sexual Misconduct:

All complaints will result in a formal investigation with a subsequent resolution. Students reporting violations have the right to file complaints with external law enforcement agencies as well as the University. University and law enforcement investigations will usually be conducted independently and simultaneously. The University standard for determining the validity of a complaint is the 'preponderance of evidence' standard. Investigations of student complaints that involve another student or students will be undertaken by the Dean of Students- Title IX coordinator; however, investigations involving student complaints against a MWU employee(s) or employee(s) complaints against a student are undertaken jointly by the Dean of Students-Title IX coordinator and the Director of Human Resources. Student complaints concerning non-sexual harassment and unlawful discrimination are governed

under the Student Handbook's section on Harassment and Unlawful Discrimination, which can be found in the Policies Section of the Student Handbook. Students who are charged with sexual misconduct are in violation of the University's "Code of Responsibilities of the Students of Midwestern University" as stated in Appendix 1 and of the University's "Bylaws and Regulations of the Code of Responsibilities and Rights of the Student of Midwestern University" stated in Appendix 2 of this handbook and can be disciplined under the judicial proceedings stated in Appendix 2, Section 4 of the Student Judicial System. Disciplinary sanctions imposed by the University on students may include, but are not limited to, disciplinary warning, disciplinary probation, suspension, or dismissal. Students charged with violations may also be prosecuted under Illinois or Arizona criminal statutes. Employees will be disciplined according to University Human Resources guidelines.

Procedure:

Initiating an investigation of sexual misconduct:

To institute proceedings regarding allegations of sexual misconduct, the following procedures shall be followed:

1. Nature of the act and related circumstances are to be reported in written detail and submitted to:
 - The involved student(s) or employee(s),
 - The appropriate College Dean, and
 - The Dean of Students.
2. The written statement must include the name of the involved student or employee, the name and status of the reporting person, and the nature of the alleged act. The confidentiality of the student reporting the violation will be maintained if possible. The written statement may be sent to the involved student via the University email/mail system or delivered in person. Should a student so involved refuse or fail to accept delivery of the statement after a bona fide attempt is made to deliver, the requirement of notification will be considered to have been met. All correspondence related to the proceedings is considered to be confidential material. Correspondence to employees will be handled via Human Resources.
3. Temporary suspension: Should a student action be of such a nature that it is felt that he/she must be relieved of his/her right to attend Midwestern University, the student may be temporarily suspended from the college on recommendation of the Dean of Students. Any temporary suspension may continue until such time as the issue in dispute is resolved under the process outlined below. Suspension of employees will be handled by Human Resources.

Resolution of conduct matter

Any issue concerning student conduct will be resolved by utilizing the office of the Title IX Coordinator (Dean of Students). The Title IX Coordinator is authorized to receive complaints regarding sexual misconduct, conduct investigations and determine the validity of the charges. The Title IX Coordinator also makes recommendations regarding appropriate disciplinary action to the applicable Academic Dean. The Dean of Students has been assigned this role to ensure consistent and fair resolution of student conduct issues. In sexual misconduct cases involving a student(s) and an employee(s) of the University, the investigation will be jointly conducted by the Title IX Coordinator (Dean of Students) and the Director of Human Resources. Complaints against vendors will be conducted by the Title IX Coordinator in the same fashion as a student complaint.

Method of resolution

1. Upon receipt of the written complaint lodged against the student, the Title IX Coordinator will set a time to meet with the student charged with the violation regarding the issue. The interview will preferably be conducted in person, although a phone interview is acceptable if the student is at a distant location. The Title IX Coordinator has the right to interview other parties in relation to the incident to determine the validity of the complaint. The student filing the complaint will also be interviewed. Both the student filing the complaint and the accused student have the right to have an advisor present during all meetings/interviews/proceedings.
2. After interviewing the student accused of the violation, the student filing the complaint and other involved persons, the Title IX Coordinator will render a decision regarding the validity of the complaint. The validity will be based upon whether it was more likely than not that the incident occurred (preponderance of the evidence standard). If the complaint is deemed valid, the Title IX Coordinator will recommend disciplinary action for the accused student (s) to the appropriate Academic Dean. The Academic Dean will be notified of the recommendation within 5 school days of the aforementioned interview unless prevented by extenuating circumstances. A copy of the Title IX Coordinator's investigation into the complaint, including all supporting evidence, will be submitted to the Office of the President in Glendale and the Office of Accreditation in Downers Grove.
3. In a joint investigation with Human Resources, a copy of the investigation and all supporting evidence will be submitted to the Vice-President of Human Resources. If the complaint is determined to be valid and the perpetrator is an employee, the Human Resources Department will impose the appropriate sanction per HR policy. If the complaint is determined to be valid, and the perpetrator is a student, the process outlined above in subsection b

in which the appropriate Academic Dean determines sanctions will be followed. A copy of the joint investigation into the complaint, including all supporting evidence, will also be submitted to the Office of the President in Glendale and the Office of Accreditation in Downers Grove.

4. Typically, within 5 school days after receiving the recommendation of the Title IX Coordinator, the Academic Dean will notify the accused student in(s) writing of his/her decision including, if applicable, any disciplinary action. Any disciplinary action must conform to Appendix 1, Section Five of the Code of Responsibilities and Rights of Students of Midwestern University. A copy of the Academic Dean's decision must be sent to the Title IX Coordinator and the Office of the President in Glendale and the Office of Accreditation in Downers Grove for inclusion in the student's disciplinary file. The student or employee reporting the violation will also be notified, in writing, of the outcome of the investigation.
5. In a joint investigation with Human Resources, the Vice-President of Human Resources will notify the accused employee in writing of disciplinary action. The student reporting the violation will also be notified, in writing, of the outcome of the investigation.
6. If the student/employee does not accept the Academic Dean/Vice-President of Human Resources' decision, the student/employee may appeal to the President within 5 school days of notification of college dean/Vice-President's decision, by submitting a written statement containing the basis and reasons for the appeal including all relevant facts. The President will request a copy of the Title IX Coordinator's findings and decision, as well as all relevant information from the investigation. Meetings with the President will be audio recorded with the permission of the student. The student may request a copy of the recording. The President will act upon the appeal by (a) confirming the original decision, (b) altering any penalties imposed, or (c) requesting the student/employee, the Coordinator, and/or the applicable college dean/Vice-President of Human Relations to submit additional information prior to rendering a decision. Both the student/employee reporting the incident and the accused student/employee have the right of appeal utilizing the guidelines listed above. Both the student/employee reporting the violation and the accused student/employee must be notified of the outcome of the appeal in writing.
7. The final decision rests with the President. A copy of the President's decision must be sent to the Academic Dean, Coordinator and the Office of the President in Glendale and the Office of Accreditation in Downers Grove for inclusion in the student's disciplinary file.

Record keeping in conduct matters

Records of the above proceedings shall be kept in accordance with the following guidelines:

- All records related to disciplinary investigations/actions are secured in the Office of the Title IX Coordinator (Dean of Students).
- All records related to disciplinary appeals are secured in the office of the President.
- All records related to disciplinary investigations/actions/appeals are maintained in perpetuity
- A student may see any and all records related to his/her disciplinary investigation/action/appeal in accordance with the college regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by Midwestern University. The identity of the student reporting the violation will be redacted, if the reporting student has requested confidentiality.
- All documentation related to disciplinary investigations/actions/appeals are kept on file in the Office of the President in Glendale and Office of Accreditation in Downers Grove in accordance with the Higher Learning Commission of the North Central Association of Colleges and Schools requirements.
- The University will disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the University against the student who is the alleged perpetrator of the crime or offense upon written request. If the alleged victim is deceased as a result of the crime or offense, the University will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

Procedures for Reporting a Sexual Assault on Campus

Any student who is involved in or witnesses a sexual assault should contact Campus Security immediately (Downers Grove, dial 630/515-7111; Glendale dial 623/572-3201). Students have the option to notify law enforcement authorities, including local police, and the option to be assisted by campus authorities in notifying such authorities. It is extremely important to preserve any evidence related to the crime as may be necessary to provide proof of the assault. The student should not bathe or shower, use the restroom, change clothes, comb his/her hair, clean up the crime scene or move or touch anything the offender may have touched. If Campus Security is contacted in an emergency, they will notify the police and the Coordinator. The Manager of Residence Life will also be notified if emergencies occur within campus housing. The following is a list of emergency campus telephone numbers.

Downers Grove Campus

| | |
|--------------------------|--------------------------------------------|
| Security | 7111 |
| Police | 911 |
| Resident Advisor on-Duty | (630/515-7111) Reached through Security |
| Dean of Students | 630/515-6470 |

Glendale Campus

| | |
|--------------------------|--------------|
| Security | 623/572-3201 |
| Police | 911 |
| Resident Advisor on Duty | 623/209-1854 |
| Dean of Students | 623/572-3210 |

Counseling Services for Sexual Assault Victims and Witnesses

The University has counseling services for students who are victims of or have witnessed an act of sexual misconduct (including sexual assault, attempted sexual assault, sexual abuse, dating violence, domestic violence or stalking). Student victims of an alleged act of sexual misconduct have options for requesting a change in academic situations and on-campus residence arrangements if such requests are reasonably available. In addition to seeking assistance from the Coordinator, students may also seek assistance from the following University personnel or outside resources:

In Illinois:

University Personnel

| | |
|---------------------------|--------------|
| Coordinator | 630/515-6470 |
| Manager of Residence Life | 630/971-6400 |
| Assistant Coordinator | 630/515-7142 |
| Wellness Center Personnel | 630/515-7676 |
| Student Counselor | 630/515-7142 |

Community Resources

| | |
|---------------------------------------------------------|--------------|
| YWCA of DuPage - 24 hour Crisis Hotline | 630/971-3927 |
| Family Shelter Service Hot line | 630/469-5650 |
| Northwest Action Against Sexual Assault 24 Hour Hotline | 847/228-0990 |
| Mutual Ground 24-hour Sexual Assault Hotline | 630/897-8383 |
| 24-hour Domestic Violence Hotline | 630/897-0080 |
| Y.W.C.A.R.E.S. (South Suburban YWCA) | 708/748-5672 |

In Arizona:

University Personnel

| | |
|----------------------------|--------------|
| Coordinator | 623/572-3329 |
| Manager of Residence Life | 623/572-3348 |
| Associate Coordinator | 623/572-3357 |
| Assistant Coordinator | 623/572-3213 |
| Office of Student Services | 623/572-3210 |
| Student Counselor | 623/572-3629 |

Community Resources

| | |
|-------------------------------------------|----------------|
| Glendale Police Victim Assistance Hotline | 623/930-3000 |
| Domestic Violence Hotline | 1-800-799-7233 |
| Maricopa Crisis Hotline | 1-800-631-1314 |

Sexual Misconduct Education and Awareness

Midwestern University provides educational programming that consists of primary prevention and awareness programs for all incoming students and new employees and ongoing awareness and prevention campaigns for students, faculty, and staff that:

1. Identify sexual misconduct which includes sexual harassment, sexual abuse, sexual assault or rape, domestic violence, dating violence and stalking as prohibited conduct;
2. Define what behavior constitutes sexual harassment, sexual abuse, sexual assault or rape, domestic violence, dating violence and stalking;
3. Defines 'consent to sexual activity' under University policy and state regulations
4. Covers information on reporting sexual violence, assisting victims and survivors of sexual violence, and preventing sexual violence through bystander training.
5. Explains rights of accuser and accused, including the right to file reports with external law enforcement agencies and the right to an advisor.

ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the college/school/program Academic Policy section for additional policies that apply to students enrolled in a specific college/school/program.

Attendance

The policy for class attendance is determined by each course director/coordinator. Students should refer to their course syllabus for additional attendance requirements. Students are expected to satisfy these attendance requirements in order to receive course credit.

Midwestern University encourages 100% attendance by students at all course-related sessions, lectures, laboratories, and clinical assignments. Each course director/coordinator has the prerogative to establish its own attendance requirements and policies. Unless a department's/division's policy differs, class attendance is mandatory for all students for the first session of each course in each quarter as well as on the first day of class after scheduled vacations. There is also a mandatory attendance policy for all students during clerkship/preceptorship and experiential rotations. If illness, a personal emergency, personal incapacitation, or other exceptional problem of a serious nature causes a student to be absent from a rotation or a session requiring mandatory attendance, the student must immediately notify the department/division or program responsible for the course and follow stated course policies and procedures. Unexcused absences during mandatory attendance sessions may result in course failure. Refer to specific course policies and procedures for course attendance requirements set forth by each department/division, program, or college.

Class Rank

Class rank is calculated annually on July 1 for continuing students and one month before the official program/college graduation date for graduating students. Class rank may be accessed through the student's personal page at <http://online.midwestern.edu/>.

Classroom Visitation

Each faculty member has the responsibility and authority to determine who, in addition to the enrolled students, may visit his or her classes. Anyone wishing to visit a class must request permission from the course director, the Department Chair/Program/Division Director, and the faculty member who is presenting the lecture.

Classroom/Exam Etiquette

In order to maintain an appropriate classroom/exam environment that is most conducive to teaching, learning, and performing one's best on exams, students are expected to behave in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning, or examination performance of any person. If cell phones and pagers need to be turned on during classroom time, then they must be set to the vibrate mode. All calls must be made/received outside of the classroom as this type of activity is disruptive to the teaching/learning environment and is disrespectful to others in the classroom. Students who do not abide by this policy may be asked to leave the classroom or examination room, forfeiting their right to take

the exam. Abuse of this policy could result in disciplinary procedures.

Children are not typically allowed in the classroom. Students who have an unforeseen temporary need to bring a child into the classroom must receive prior approval from the lecturer.

Students must abide by the policies and procedures of the University Testing Center when taking examinations or other assessments therein. Students must abide by the procedures of the college or department/division/program when taking examinations or other assessments on campus outside of the university Testing Center.

Closed Meeting Policy

All students enrolled in Midwestern University's academic programs are considered graduate students. As such, the University holds the student accountable for his/her actions and decisions. During the student's enrollment any and all required meetings with faculty committees, faculty, or University/college administrators, are closed to only the involved student. All invited or voluntary formal or informal meetings, telephone discussions or conference calls with faculty committees, faculty or University/college administrators are closed to only the involved student.

Course Credit Policy

Midwestern University has defined course credits across all colleges and programs in alignment with the federal credit hour definition: that is, one credit hour is equivalent to one hour (50 minutes) of lecture and two (2) hours of out-of-class work each week. Over a usual ten-week quarter of instruction, the following contact times are assigned for every one credit hour based on the specific type of learning activity:

- Lecture: 1 hour of lecture and 2 hours of out-of-class work for each week of instruction
- Laboratory: 2-4 hours of contact time for each week of instruction
- Case discussion, interactive group problem-solving, recitation, or workshop: 2 hours of contact time for each week of instruction
- Other activities: 3 hours of contact time. Exam time can be considered part of contact time such that an instructor has the option to count time spent on assessments as part of contact time
- Online or distance education: 3 hours of student work for each week. Student work includes reading, research, online discussion, instruction, assigned group discussion, and preparation of papers or presentations.

Some colleges or programs offer condensed courses that are offered over a shorter period of time than the usual ten-week quarter of instruction. Midwestern University follows the federal credit hour definition. The following contact times are assigned for every one credit hour based on the specific type of learning activity:

- Lecture: 10 hours of lecture and 20 hours of out-of-class work
- Laboratory: 20-40 hours of contact time
- Case discussion, interactive group problem-solving, recitation or workshop: 20 hours of contact time
- Online or distance education: 30 hours of student work. Student work includes reading, research, online discussion, instruction, assigned group discussion, and preparation of papers or presentations.

Experiential education or rotation credits are determined by different formulae depending on the college or program.

- For AZCOM, CCOM, CCP, CPG, CDMA, CDMI, CVM, AZCOPT, CCO: Each week of full time experiential education (equivalent to 40 hours of instruction) is equivalent to 1.5 credits.
- For CHS: Each week of full time experiential education (equivalent to 40 hours of instruction) is equivalent to 1 credit.

The Curriculum Committee of the College approves the number of credits hours for all courses including those utilizing alternative delivery methods. The determination/assignment of credit hours should reflect the overall educational content of the course and the academically engaged time required to achieve the desired outcome for the typical student. Academically engaged time may be measured by the type, quantity and required level of mastery of the course content.

Course Auditing

An enrolled student can audit a course under the following conditions. The student must first receive the written approval of the course director and the Department Chair/Program Director/Division Director. Once these approvals have been acquired and received by the Registrar, the student is registered for the course as an auditor and appears on the course roster. Students auditing courses are expected to attend class. An auditing student may be administratively withdrawn from a course when, in the judgment of the instructor and Department Chair/Program Director/Division Director, the attendance record justifies such action. Academic credit is not issued to audited courses, and the possibility does not exist to change the course status from audit to full credit.

Enrolled MWU students are charged 25% of the tuition costs to audit a course.

GRADE APPEALS POLICY

Appeal of Non-Failing Course Grades

A student who wishes to appeal a non-failing course grade must make the appeal to the course director within one week following posting of the grade. The course director must act upon the student's appeal within one week following receipt of that appeal. A narrative explaining the basis of the appeal must accompany the request. An appeal must be based on one of the following premises:

- Factual errors in course assessment tools
- Mathematical error in calculating the final grade
- Bias

If the appeal is denied, the student has the right to appeal the decision to the course director's immediate supervisor within one week of receipt of the course director's denial. The course director's supervisor should notify the student of his/her decision within one week following receipt of the student's reappeal. The decision of the course director's supervisor is final.

Appeal of Course Grades Subject to Academic Review

A student whose academic progress will be subject to review by his/her Promotion/Academic Review Committee and who wishes to appeal a grade must do so in an expedited manner prior to the scheduled meeting of the Committee. In this case, an appeal of a didactic course grade must be submitted within one business day following posting of the grade and must be based on one of the premises stated above. The course director must act on this appeal within one business day. If the appeal is denied, the student has the right to appeal the decision to the course director's immediate supervisor. The course director's supervisor should notify the student of his/her decision within one business day following receipt of the student's reappeal. The decision of the course director's supervisor is final. An appeal of a failing clinical clerkship or rotation grade must be submitted within two business days after a grade for rotation is posted. The course director must act on this appeal within two business days of receipt of the grade appeal. If the appeal is denied, the student has the right to appeal this decision to the course director's immediate supervisor. The course director's supervisor should notify the student within two business days following receipt of the student's reappeal. The decision of the course director's supervisor is final. Any extension of the time for student appeal or course director's decision must be approved by the College Dean. The student is responsible for notifying the chair of the Promotion/Academic Review Committee that a grade appeal has been filed prior to the meeting of the Committee.

All appeals and decisions must be communicated in written form.

Graduation Walk-Through Policy

A walk-through candidate is defined as a student who has not satisfied academic requirements for a particular degree, but will complete all academic requirements for the degree within one quarter immediately following the official scheduled end of the academic program for his/her class.

All degree candidates for graduation and graduation walk-through candidates must be approved sequentially by the College/Program faculty, College Dean, Faculty Senate, President, and Board of Trustees.

A walk-through candidate must submit an official request to participate in a graduation ceremony and the request must be approved by the Dean four weeks prior to the ceremony.

The Dean may grant late submission of a Walk-Through Request due to unforeseen circumstances.

A graduation walk-through candidate will not receive a diploma until he/she has successfully completed all academic requirements for graduation.

Incomplete Grades

The grade (I) incomplete may be assigned by a course director when a student's work is of passing quality but is incomplete or if a student qualifies for reexamination. It is the responsibility of the student to formally request an extension from the course instructor. By assigning an I (incomplete) grade, it is implied an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. To resolve an incomplete grade, an instructor will resubmit the new grade on-line. All incomplete grades must be resolved within 10 calendar days from the end of final examinations for the quarter. In the case of courses ending prior to final examination week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade with notice to the Registrar. If an incomplete grade remains beyond the 10 calendar days, it is automatically converted to a grade of (F) failing by the Registrar, which signifies failure of the course.

In-Progress Grade

An in-progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 days (e.g., illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter with notification of the Registrar.

Last Day to Add/Drop Courses

The last day that a student may add or drop a course is Friday of the first week of the course. To add or drop any course after the course begins, a student must complete a course add/drop request which is located on the student portal at <https://online.midwestern.edu/student/mwuadddrop.cgi>

Students are able to submit "add" requests for most electives, but assistance from an academic advisor, program director or dean is required to add core courses and restricted

electives. Any course "add" request submitted on behalf of a student, must first be approved by the student before it is forwarded for final approval and Registrar processing. The status of approvals and final processing can be tracked online.

Courses dropped after the first Friday of the week in which the course starts may be recorded as "W" (Withdrawal), "WF" (Withdrawal/Failing), or "F" (Failing). Grades will be noted on the transcript in accordance with the college guidelines stated in the catalog.

Leave of Absence

There are two types of leaves of absence: mandatory and voluntary. A student may be put on a mandatory leave of absence for academic, medical, or administrative reasons. Alternatively, a student may voluntarily request to take a leave of absence for bereavement, jury duty, maternity leave, medical reasons, military duty, or other personal reasons.

MWU students requesting a leave of absence must comply with the following:

- Make an appointment with the Program Director/College Dean to discuss the leave of absence;
- A student must provide written notification and documentation, if applicable, to the Program Director/Dean stating the reason for the leave of absence from MWU. If approved, the Dean will conditionally approve a leave of absence until all clearances are obtained.
- The student must receive clearance of his/her leave of absence from the MWU departments on the online.midwestern.edu leave system within seven calendar days from the date of the Dean's approval. This time frame will allow offices such as Student Financial Services and the Registrar to process the leave of absence, prepare the required financial aid exit, and calculate the return of unearned Federal Title IV aid and all other aid, as appropriate.
- Upon submission of all completed documentation and adherence to all clearance procedures, the Dean will provide an official letter granting a leave of absence to the student.

The student is withdrawn from all courses if the leave of absence is granted in the midst of an academic quarter. Once the Dean conditionally approves the leave, the Department Chairs/Program Director/course directors receive an automated electronic notification of the student's withdrawal. A grade of "W" (Withdrawal) or "WF" (Withdrawal/Failing) appears on the official transcript. The course director is responsible for submitting the correct grade. Students on the approved leave are obligated to pay their premium for long-term disability insurance.

All leaves of absence are granted for specific periods of time. Typically, a single leave of absence will not exceed 12 months, and consecutive or multiple interrupted leaves of absence will

not exceed 18 months. At a minimum of thirty days prior to the end of the leave period, the student is required to submit written notification to the Dean and Registrar of an intention to return. If the leave of absence was granted for medical reasons, a letter must be provided to the Dean from the treating physician verifying that the student is both physically and mentally capable of resuming the academic program prior to registering for classes. To request an extension of a leave of absence, a student must resubmit another written notification as described above. If an individual fails to return to MWU at the agreed-upon date, the student is considered to have withdrawn from the University and must reapply for admission. Leaves of absence can only be initiated through the Office of the Dean.

Students on leaves of absence are ineligible to run for or hold student organizational/club/class offices and are not permitted to work for the University.

Bereavement Leave

Students may request a short-term leave of absence due to death of a member of the student's immediate family. The student should follow the Leave of Absence policy. Students who find it difficult to come to campus during this time to arrange a leave in person should contact the Dean immediately to make leave arrangements. The duration of the leave shall usually be up to 5 consecutive working days. The immediate family includes any of the following persons: mother, father, spouse/domestic partner, son/daughter (including stepchildren and foster children), brothers, sisters, grandparents, grandchildren, spouse's parents/grandparents, or such persons who have reared the student.

Jury Duty

Students who have been requested to appear for jury duty and cannot do so while attending classes and/or clinical rotations may bring the original jury duty request to the Office of Dean or the Office of Student Services. The College Dean or Dean of Students will give the student a letter requesting that the student be excused from jury duty. Students should be aware that individual counties/states may not excuse them from jury duty even if a letter is submitted.

Maternity Leave

Enrolled students who become pregnant can request a leave of absence for maternity reasons. The request must be in writing and sent to the College Dean; however, prior to officially requesting a maternity leave, pregnant students must contact the Office of the Dean to discuss how a leave will affect their progress in the academic program and to review options available to them. The amount of leave time granted depends largely on the personal needs of the student and the timing of the birth within the academic program. In addition, students must inform the Office of the Dean of their intentions to return to classes at least one month prior to the end of the leave of absence period. A final decision is reached after careful consideration is given to personal and professional circumstances.

Medical Leave

Enrolled students who become seriously ill can request a leave of absence for medical reasons. The request must be in writing and sent to the College Dean; however, prior to officially requesting a medical leave the student must contact the Office of the Dean to discuss how a leave will affect their progress in the academic program and to review options available to them. The amount of leave time depends on the severity of the illness. All medical leaves require documentation from a physician/specialist, including a diagnosis and a statement as to why the student cannot continue with his/her coursework. Additional documentation from the physician/specialist that the student is medically capable of returning to classes must be submitted to the Dean at least one month prior to the end of the leave of absence period. Approval for the medical leave of absence, as well as the ability to return to classes, is reached by the Dean after careful consideration is given to the supportive medical documentation and to personal and professional circumstances.

Military Leave

Midwestern University is committed to supporting students called to active military duty. Students called to such duty will be considered on military leave. Students called to active duty should immediately notify the College Dean and provide their pertinent call-up papers. Students returning to MWU from active duty will be eligible for reinstatement as full-time MWU students once they have notified the Dean and have supplied any pertinent military papers requested by the Dean.

Students called to active military duty will be entitled to receive refunds of tuition and fees if the withdrawal is prior to the sixth week of the quarter. After the tenth week, he/she will receive both grades and credit hours for courses in which he/she is earning a passing grade.

Preclinical students with less than two-thirds of assignments/exams completed will be encouraged to restart the courses once they return. Departments, however, will have the prerogative to make special arrangements. Clinical students returning to MWU will be reinstated as closely as possible to the previous point of progress in the clinical experience. The point of entry and order of clinical rotations for the clinical student will be determined by the College Dean and by the chair of the department in which the student was doing the clinical rotation. No additional tuition will be due from students for the resumption of any "incompletes" for work that they started before leaving for active military duty. Tuition charges for students restarting classes or for subsequent academic quarters will be set at the tuition rates in effect at the time the student returns from military duty. The College Dean will provide leadership to facilitate the re-entry of students into their programs as close as possible to the point when they were called to active military duty. The Dean of Students will provide leadership

to facilitate student programming to address issues of stress and personal crisis and assist students in need of counseling because of a call-up.

Reexamination (Retest)

Reexamination occurs when the student fails a course, but qualifies for a reexamination. It is the prerogative of the course director to offer or not offer a reexamination for a course failure and to determine the eligibility criteria for a reexamination. If a course director has a reexamination policy, it must be stated in the course syllabus.

If a student qualifies for a reexamination, a grade of "I" must be submitted to the Registrar at the end of the quarter. The reexamination must be completed within 10 calendar days starting from the last day of final examinations for the quarter. If the student passes the reexamination, the grade of "I" will be converted to the minimum passing grade of the college/program. If the student fails the reexamination, the grade of "I" will be converted to a grade of "F".

Registrar

The Registrar maintains, prepares, and verifies all academic records, grades, and transcripts. The main number of the Office of the Registrar is 630/515-6074 (Downers Grove Campus) and 623/572-3325 (Glendale Campus). Registrar services can be accessed at <https://www.midwestern.edu/registrar>.

Registration

Registration is done automatically for all students by the University Registrar. Exceptions to this rule include students registering for special schedules (extended course of study) and electives. Students registering for special schedules should contact the Office of the Dean or CHS Program Director's Office, if applicable, for assistance.

Retake

A retake may be offered when formal repetition of an entire course or a portion of the course is required due to course failure, or in the College of Health Sciences when a "C" letter grade has been earned. A course may be retaken when any of the following occur:

1. No reexamination is offered by the department.
2. The student has failed the reexamination.
3. The student fails to meet eligibility criteria for reexamination, if offered by the course director.

It is the decision of the Student Promotion and Graduation/Preclinical Promotions/Clinical Promotions/Academic Review Committee of each college/school/program to recommend a retake of a course. The committee, in conjunction with the approval of the department chair, program director and/or course coordinator, will determine the nature of the retake and the timeframe for completion of the repeated course. The course may be repeated at MWU or at an outside institution, if offered. The options for repeating a course at MWU may

include a directed readings remedial course with examination, repeating the course in its entirety the next academic year, or taking a specially designed course that contains the appropriate student work hours needed to meet the credit hours of the failed course. The repeat course must be completed in a regularly scheduled quarter. In either case, the student must be registered for the course and will be charged the appropriate tuition. The maximum allowable grade that can be earned as a course retake is determined by college policy.

A course at an outside institution that is eligible as a replacement for the course that the student failed at MWU, must be approved by the department or program that offers the course at MWU as a satisfactory replacement for the failed course. A student must earn a minimum grade of "C" (not C-) in a replacement course completed at an outside institution and submit an official transcript to the Dean/Program Director in order to apply the credit toward the degree requirements of the college or program. Students are responsible for all costs associated with repeating a failed course at another institution.

Retention of Tests or Written Assignments

Instructors will retain examinations or written assignments not returned to students for a period of one quarter after course completion. After that time, materials are destroyed.

Transcripts and Duplicate Diplomas

The University releases transcripts and duplicate diplomas upon receipt of a request from a student or graduate. All requests should be submitted through the Document Request Center (<http://online.midwestern.edu>.)

- No phone requests are honored.
- Allow one week for processing.
- There is no charge for a transcript release for MWU students prior to graduation; however, graduates and transferring students are required to pay a nominal amount per official transcript release.
- Individuals who are no longer students at MWU are charged the same rate as an alumnus.
- Transcripts and diplomas will not be issued for any student with a past-due account balance with MWU or the MWU Clinics.
- Transcripts and diplomas will not be issued for any student or alumnus who has not completed a financial aid exit interview, if aid was borrowed while attending MWU.

A graduate can request a duplicate wall diploma through the online student/alumni portal. For current pricing on transcripts and diplomas, please refer to the Registrar website at www.midwestern.edu/registrar

Travel and Lodging for Clinical Education/Fieldwork

It is the student's responsibility to assure that he/she has made appropriate arrangements for lodging and transportation to/from clinical education/rotation/fieldwork sites throughout the curriculum. The University does not generally provide for the cost of transportation and lodging. Travel arrangements are the sole responsibility of the students. Students are not considered an agent or an employee of the University and are not insured for any accidents or mishaps that may occur during any traveling that is done as part of the student's professional program. Students are usually responsible for all expenses associated with clinical education, such as transportation, meals, housing, professional attire, laboratory fees, etc.

WITHDRAWAL

Withdrawal from One or More Courses

Any student who wishes to withdraw from one or more courses must first discuss their decision with their course director(s) and/or advisor, then submit a course add/drop request online at <https://online.midwestern.edu/student/mwuadddrop.cgi>. No course may be dropped after the last day of the course. No withdrawals are allowed during the final examination period. The course director is responsible for submitting the correct grade or grade notation. Withdrawal requests must be approved by the program director, if applicable, and/or by the college dean. Approval for withdrawal from a core curriculum course is granted only for extraordinary circumstances. Students should be aware that withdrawal from a core course may result in a significant extension of the students' professional program and may alter financial aid assistance. Approved course withdrawals are graded according to the following policy:

| Time at Which Course Withdrawal is Requested | Course Grade at the Time of Withdrawal | Action |
|--------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|
| Prior to and including the first Friday of the course | N/A | No grade - course does not appear on the transcript |
| After the first Friday and up to 50% of the course duration is completed | N/A | W |
| Greater than 50% and up to 80% of the course duration is | Passing Failing | W WF* |

| | | |
|------------------------------------------------------|--------------------|---------------|
| completed | | |
| Greater than 80% of the course duration is completed | Passing Failing | W WF* or F |

*A "WF" may be considered a failure by an Academic Review/Promotion Committee. In the case of courses that span two or three full quarters with a single grade assigned at the end of the course, students may withdraw from the course during any of the quarters in which the course is administered. If the assigned grade at the time of withdrawal is a "WF", the grade of "WF" will be considered a grade equivalent for all completed quarters of the course as well as the quarter during which the withdrawal was initiated.

Withdrawal from the College/University

The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if he/she decides at some later date to reenter the program, he/she must reapply for admission and, if accepted, assume the status of a new student.

Students contemplating withdrawal must inform the Program Director, if applicable, and the Dean of the decision to voluntarily withdraw and voluntarily relinquish his/her position in the program. The student must contact the Office of the Dean and must complete the appropriate clearance procedures. The withdrawal process includes the clearing of all financial obligations of MWU (including the mailroom, clinical education, library, security, housing, etc.) and a financial aid exit interview. If the withdrawal occurs before the completion of a course, the student must complete a course add/drop form. The student will receive one of the following grades: "W" (Withdrawal) or "WF" (Withdrawal/Failing) or "F" (Failing). If the student completes the course before withdrawing, a final grade will be assigned. Following completion of these withdrawal procedures, the designation "Withdrawal" will be placed in the student's permanent record. The designation "Unofficial Withdrawal" is placed in the permanent record of any student who withdraws from his/her program without complying with the above procedures. For more information, see the Financial Aid sections on Notification of Withdrawal and Tuition Refund Policies.

ADMISSIONS

Prospective students interested in enrolling in any college of Northwestern University should contact the Office of Admissions at either the Downers Grove or the Glendale campuses to request admissions information and application materials. For specific admission standards of the respective colleges, refer to the appropriate college sections of the catalog.

Office of Admissions
Midwestern University
555 31st Street
Downers Grove, IL 60515
630/515-7200
800/458-6253
AdmissIL@midwestern.edu

Office of Admissions
Midwestern University
19555 North 59th Avenue
Glendale, AZ 85308
623/572-3215
888/247-9277
AdmissAZ@midwestern.edu

Admission Deferment

Deferments are only considered under extreme circumstances in which a physical illness or medical condition of the applicant or their immediate family member precludes the student from beginning classes at the start of the academic year. If granted by the Dean, a student may defer their admission for one year only.

To initiate the deferred admissions process, a student must request a deferment in writing to the Director of Admissions by the date designated in their matriculation agreement. The request must be accompanied by a letter(s) from a physician(s) documenting the conditions that prevent the student from beginning their full time studies. Once all appropriate documentation has been received, the Director of Admissions will forward it to the Dean for review. The Director of Admissions may provide a recommendation on the deferment to the Dean.

The Dean will respond to a written request with a letter to the student detailing the specific conditions associated with the deferment. Typically, the conditions include:

1. At the time of the deferral request, the student must submit their deposit monies by the deposit deadline date designated in the matriculation agreement.
2. The student must provide a letter from a physician(s) stating that the student can begin full time studies. The letter must be submitted to the Dean at least 30 days prior to the start of classes.

Students that have been granted a deferment are not required to re-apply.

Articulation Agreement Between Northwestern University Programs

At the time of application, students enrolled in a Northwestern University program are guaranteed an admission interview with another Northwestern University program if the student:

1. Is in good standing in the academic program in which the student is currently enrolled or has completed the program within the last 12 months prior to the application and does not have any pending misconduct charges against him/her;
2. Meets all admission requirements for the professional program of interest;
3. After a minimum of two full-time quarters of study, achieves a minimum Northwestern University grade point

- average, derived from all courses completed at Midwestern, that is equal to or greater than 3.0; and
- Achieves a score on the professional entrance exam that is not less than one standard deviation below the mean score for students who matriculated into the professional degree program in the previous year.

Note: Students must meet all application deadlines for the professional program of interest. A guaranteed interview does not guarantee admission into the professional program.

International Applicants

An international student must complete a minimum of 30 semester hours of coursework from a regionally accredited college or university in the United States, or from a recognized post-secondary Canadian institution that uses English as its primary language of instruction and documentation. Of the 30 semester hours, 15 hours must be in the sciences, 6 hours in non-remedial English composition, and 3 hours in speech/public speaking.

Applicants who wish to receive credit for prerequisite coursework completed outside the U.S. or at a Canadian institution that does not use English as its primary language of instruction and documentation must submit an official, detailed, course-by-course evaluation obtained from one of the following evaluation services:

- Education Credential Evaluators (ECE): 414/289-3400 (www.ece.org, e-mail: eval@ece.org)
- World Education Service (WES): 212/966-6311 (www.wes.org)
- Josef Silny & Associates International Education Consultants: 305/273-1616 (www.jsilny.org, e-mail: info@jsilny.org)

International applicants who do not provide documentation of acceptable U.S. or Canadian course/degree equivalency will not receive credit, and will be required to complete all prerequisite courses at an accredited college or university in the United States, or at a recognized post-secondary institution in Canada that uses English as its primary language of instruction and documentation.

For clarification about recognized post-secondary institutions in Canada that use English as a primary language of instruction and documentation, international applicants should contact the Midwestern University Office of Admissions.

Matriculation Process

The matriculation process begins after applicants receive notification of their acceptance. To complete the matriculation process, applicants must:

- Submit the matriculation agreement and required deposit monies by the date designated in the

matriculation agreement. Deposits are applied towards the first quarter's tuition.

- Submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to the first day of classes. Students who are accepted to MWU less than one month prior to the first day of classes will have 30 calendar days from the date of their acceptance to submit all official transcripts to the Office of Admissions. Any special circumstances or requests for exceptions to this policy must be sent to and approved by the Office of the Dean of the College. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.
- Submit completed medical files documenting completion of a physical exam, immunizations, tuberculosis and titer blood testing as instructed by the Office of Student Services and detailed in the Student Handbook.
- Meet the Technical Standards for the College.
- Submit proof of medical and disability insurance coverage. Students may select either a plan offered by an MWU-approved carrier or a comparable plan offered by an outside carrier of their choice, as determined by the Office of Student Services. Insurance must be maintained throughout the entire period of enrollment.
- Submit additional documents as requested by the Office of Admissions or College.
- Students who are requesting an F-1 visa or who are not U.S. citizens or permanent residents must prepay tuition and in some cases other mandatory program fees for the first year of their educational program 6 weeks before the first day of the first quarter of each academic year. Furthermore, the student must prepay tuition and in some cases other mandatory program fees for each successive year at the start of each academic year on the University's stated due date.
- Submit a signed Credit Policy Statement.
- Authorize and pass the appropriate MWU criminal background check, international police clearance, and/or fingerprinting background check as required by the College. Students who fail to provide completed checks/clearances or fail to pass background checks/clearances by the end of the first month after the start of the first quarter of enrollment may jeopardize their acceptance or continued enrollment in the College, and the student may be required to take a mandatory leave of absence.
- Submit a signed MWU Drug-Free Workplace and Substance Abuse Policy Statement.

Applicants who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the College/Program who does not comply with stated timelines for submission of all required materials will forfeit his/her seat.

STUDENT SERVICES

The mission of the Office of Student Services is to offer a broad range of services in the arena outside the formal boundaries of the classroom that support, enhance, nurture, and promote the growth and development of Midwestern University students by contributing to their professional, cultural, social, intellectual, physical, and emotional well being. It is within the mission of Student Services to promote awareness, understanding, and acceptance of all individuals in a diverse world society and to promote a sense of respect, appreciation, and community among the colleges that can be carried on throughout students' professional lives.

The Office of Student Services on the Glendale campus is composed of the Dean of Students, Associate Dean, Assistant Dean, Student Activities, Residence Life, Student Counseling, and the Wellness & Recreation Center. The Office of Student Services supports all colleges and interacts with students to develop and support programs and services that enrich students' experiences on campus. Examples of these programs include: MWU Student Government, MWU Student Tutoring Program, student social and recreational activities, orientation, academic counseling, stress and time management seminars, multicultural and diversity programming, crisis intervention and personal counseling, intramural sports and other developmental activities. The Office of Student Services, housed in the Barrel II Student Center, has an open-door policy and is available to students on a continuing basis offering the support, advice, and encouragement needed to meet students' concerns and challenges.

New Student Orientation

Orientation programs are planned each year to welcome and facilitate the integration of new students into each of the colleges of the University. In addition, students are provided with opportunities to interact socially with peers, meet faculty, administration and staff members, learn about University services available on campus and develop a sense of belonging to the University community and individual college communities.

Student Government

Student government provides a forum for discussing and resolving student concerns, initiating recognition of new student organizations, and conducting reviews of existing student organizations. Student government functions at two levels: (1) the University and (2) the College. The following is a brief description of how student government functions at both levels.

University Level

All students are represented through a campus-wide Student Senate. The Student Senate is composed of representatives from AZCOM, AZCOPT, CDMA, CHS, CPG and CVM. The members of the Executive Board are the Speaker of the Student Senate, the Vice Speaker, and the Secretary. Meeting

every month, the Student Senate provides a mechanism for governance of campus-wide activities and functions. It also provides a vehicle for the exchange of ideas and perceptions concerning student issues that cross college lines.

The Student Senate is required to develop and publish bylaws that describe: (1) the name of the Senate, (2) purpose, (3) objectives of the Senate, (4) operation and relationship with the college student councils, (5) membership and procedures for the election of officers/liaisons and their terms of office, (6) duties of Senate members, (7) meeting schedules, (8) parliamentary procedure, (9) procedural considerations (quorums, role of individual class officers, etc), and (10) adoption and amendment procedures.

College Level

Individual college student councils function to provide governance for student issues related to the individual colleges, as well as conducting all class and college-wide elections. Adoption of bylaws governing the individual college student councils is at the discretion of the elected/appointed officers of these councils. College student councils are encouraged to adopt bylaws that are consistent with the bylaws of the other college student councils.

Individual college student councils are required to develop and publish bylaws that describe: (1) the name of the student council, (2) purpose, (3) objectives of the council, (4) operation and relationship with other college student councils, (5) membership and procedures for the election of officers/representatives and their terms of offices, (6) duties of student council members, (7) meeting schedules, (8) parliamentary procedure, (9) procedural considerations (quorums, role of individual class officers, etc), and (10) adoption and amendment procedures.

Student Counseling

The Glendale Campus has two full-time Student Counselors. The Student Counselors are available to help students effectively deal with many issues through individual, couples, and family counseling.

Counseling by the on-campus Student Counselors is subsidized through student activity fees and is provided free of charge to all students of Midwestern University. Based on an assessment by the counselor, at times it may be necessary to utilize alternate resources for specialized interventions. Referrals will be made to an appropriate specialist; however, these referrals may or may not be covered under the student's health plan. Under these circumstances the student is required to meet expenses not covered under their health plan.

MWU Student Tutor Program

Midwestern University offers peer-tutoring services through the Office of Student Services to those students having academic difficulty. Tutoring is designed to enhance test-taking skills, modify study habits, and/or focus on critical material and content.

Student Health

As deemed appropriate for the protection of students and patients and in accordance with our clinical affiliation agreements, Midwestern University requires that all students possess health insurance and submit documented proof of immunity against certain diseases during their enrollment.

Recreational Activities

Committed to the concept of "wellness," Midwestern University encourages students to utilize the Recreation and Wellness Center. This facility contains rooms for dance/aerobics, weight training, music, crafts, racquet ball, as well as volleyball and basketball in a full sized gymnasium. There are also outdoor basketball courts and sand volleyball courts.

Additionally, students may participate in many intramural sporting activities that are sponsored by the University, including flag football, volleyball, soccer, basketball, softball, and ping-pong tournaments. Group activities such as cycling, running, hiking, martial arts, and yoga also occur on a regular basis.

STUDENT FINANCIAL SERVICES

Introduction

The Office of Student Financial Services provides students with information about federal, state, and private sources of financial assistance; helps students coordinate the financial aid application and renewal processes; and assists students in making informed decisions about the financing of their education. The Office of Student Financial Services is also responsible for the billing and collection of all tuition, fees, and institutional housing owed for each quarter.

Midwestern University has a very strong commitment to financial literacy through the "Sensible Strategies" program. While many students make substantial, long term financial obligations for their professional education, we are committed to assisting our students to become smart, informed consumers through a variety of student-focused programs and events.

Financial Aid Disclosure

Changes in federal, state and/or university policies could affect the Office of Student Financial Services' information printed in this catalog. MWU reserves the right to make changes in any or all of the information contained therein and to apply such revision to registered and accepted students.

Contact Information

Students may contact us by calling 623/572-3321 Monday through Friday between the hours of 8:00 am and 4:30 pm Arizona Standard Time or by emailing financial aid at azfinaid@midwestern.edu or accounts receivable at azar@midwestern.edu.

Midwestern University
Office of Student Financial Services

Suite 400, Barrel III
19555 N. 59th Avenue
Glendale, AZ 85308

General Eligibility Requirements

All students seeking financial aid must meet general eligibility requirements regarding citizenship, selective service, financial need and satisfactory academic progress. Students must also complete several certification statements.

Students who are currently in default and have not made satisfactory loan repayments or owe a refund on a Title IV program do NOT qualify for any form of federal aid. Students who have an established history of debt nonpayment may qualify for Federal loan programs but do NOT qualify for campus-based aid.

Loss of Eligibility Due to a Drug Conviction

A student who is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurred while enrolled in school and receiving Title IV aid is not eligible for Title IV funds. [An illegal drug is a controlled substance as defined by the Controlled Substance Act and does not include alcohol and tobacco.]

A borrower's eligibility is based on the student's self-certification on the Free Application for Federal Student Aid (FAFSA). Convictions that are reversed, set aside or removed from the student's record, or a determination arising from a juvenile court proceeding do not affect eligibility and do not need to be reported by the student.

A student convicted of a drug-related offense while enrolled in school, and receiving Title IV aid, loses Title IV eligibility as follows:

1. For the possession of illegal drugs:
 - First offense: one year from the date of conviction
 - Second offense: two years from the date of the second conviction
 - Third offense: indefinite period
2. For the sale of illegal drugs:
 - First offense: two years from the date of conviction
 - Second offense: indefinite period

A school must provide a student who loses Title IV eligibility due to a drug-related conviction with a timely, separate, clear and conspicuous written notice. The notice must advise the student of his or her loss of Title IV eligibility and the ways in which the student may regain that eligibility.

Regaining Eligibility after a Drug Conviction

Students denied eligibility for an indefinite period can regain eligibility after completing any of the following three options:

- Successfully completing a rehabilitation program (as described below, which includes passing two unannounced drug tests from such a program);
- Having the conviction reversed, set aside, or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record; or
- Successfully completing two unannounced drug tests which are part of a rehab program (the student does not need to complete the rest of the program).

A drug rehabilitation program is considered approved for these purposes if it includes at least two unannounced drug tests and meets one of the following requirements:

- The program received or is qualified to receive funds directly or indirectly under a federal, state or local government program.
- The program is administered or recognized by a federal, state or local government agency or court.
- The program received or is qualified to receive payment directly or indirectly from a federally or state licensed insurance company.
- The program is administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

When a student regains eligibility during the award year, MWU may award campus-based aid for the current payment period (quarter) and Direct Loans for the period of enrollment (academic year).

Financing an Education

The Office of Student Financial Services helps coordinate four types of financial aid: Scholarships, Federal Work-Study, Veterans' Educational Benefits, and Loans.

Scholarships

All Programs

MWU has a variety of scholarships available to current students. Please check the Student Financial Services scholarships webpage for a complete listing of available scholarships.

WICHE's Professional Student Exchange Program Arizona Colleges of Osteopathic Medicine, Optometry and Dental Medicine; the College of Pharmacy; the College of Health Sciences Physician Assistant, Occupational Therapy and Physical Therapy Programs, and the Arizona School of Podiatric Medicine participate in the Professional Student Exchange Program administered by the Western Interstate Commission for Higher Education (WICHE), under which legal residents of western states without a public professional school in this field may receive preference in admission and reduced tuition at MWU. To be certified as eligible for this program, the student must contact the WICHE Certifying Officer in his/her state of legal residence for the program

application form. The number of students to be supported in each state in this field depends upon state appropriations. For addresses of state certifying officers, go to <http://www.wiche.edu/psep/cert-off> or write to:

WICHE Professional Student Exchange Program
3035 Center Green Drive
Suite 200
Boulder, CO 80301-2204
303/541-0200
<http://www.wiche.edu>

Federal Work-Study

Student employment is open to all students who apply for work-study and demonstrate financial need by completing a FAFSA for the applicable award year. Students who qualify for this program may work on campus, or off campus if performing community service activities or research. A community service and/or research contract must be in place before beginning employment. The Office of Student Financial Services determines the total amount students may earn. This is NOT a loan program. Students who obtain Federal Work-Study employment will be paid bi-weekly. Awards are based on the availability of federal funding. Students may not start work as a Federal Work-Study student without first receiving approval from Student Financial Services.

Federal Student Loans

All Programs

1. Direct Unsubsidized Loan: Graduate students enrolled at least half-time in a degree seeking program may borrow up to \$20,500 per academic year with an aggregate maximum of \$138,500 for undergraduate and graduate study (includes amounts borrowed under the Subsidized Loan program). Students enrolled in the osteopathic medicine, veterinary medicine, dental medicine, optometry, podiatry, clinical psychology and pharmacy programs are eligible to apply for higher annual loan limits based on their year in school and may borrow up to an increased aggregate loan maximum of \$224,000 (includes loans from prior schools). Current information on interest rates, loan fees and repayment plans for Federal Direct Loans is available via: studentaid.ed.gov/types/loans/interest-rates
2. Direct Graduate PLUS Loan: Graduate students enrolled at least half-time in a degree seeking program may borrow up to the budgeted cost of attendance less other aid. Current information on interest rates, loan fees and repayment plans for Federal Direct Loans is available via: studentaid.ed.gov/types/loans/interest-rates

Dentistry, Optometry, Podiatry and Pharmacy

Health Professions Student Loan (HPSL): Graduate students enrolled full time in a degree-seeking program in dentistry, optometry, podiatry or pharmacy may be eligible for a HPSL. Priority consideration is given to third- and fourth-year students with exceptional financial need based on both student and parent income. HPSL is administered by the Department of Health and Human Services. Award amounts are determined according to number of applicants and availability of funds. HPSL is a subsidized loan with a 5% fixed interest rate and a 12-month grace period before interest begins to accrue. Students who are enrolled less than full-time are not eligible to receive HPSL.

Osteopathic Medicine Programs

Primary Care Loan (PCL): Priority consideration is given to certain third or fourth-year students with exceptional financial need who are committed to practicing primary care medicine. Such students may borrow this campus-based loan that offers a one-year grace period and a residency deferment of up to four years. The interest rate is 5%. Students must agree to enter and complete a residency training program in primary care medicine not later than four years after the date on which they graduate. Students must also agree to practice primary care medicine through the date on which the loan is repaid in full. Students who are enrolled less than full-time are not eligible to receive PCL.

Non-Federal Student Loans

MWU Institutional Loan Program

The MWU institutional loan program provides an additional source of assistance to eligible students enrolled full-time. Funding is limited. Contact Student Financial Services for additional information.

Osteopathic Medicine Institutional Loan Programs

CCOM/AZCOM Student Loan: This institutional loan program is offered to third and fourth-year students. Loan amounts and the availability of funding vary from year to year. Interest will accrue at 5% per annum immediately after graduation unless the student enters into an approved internship. Repayment begins 6 months after graduation, unless the student enters into an approved internship/residency.

Other Resources:

Many lenders also offer private loans to students to supplement their federal financial aid. Such loans are not subject to federal student loan rules. Terms of repayment, including interest rates, vary by loan. Lenders perform a credit check and determine a loan applicant's creditworthiness before approving these loans.

Veterans' Educational Benefits

Midwestern University is approved by the U.S. Department of Veterans' Affairs (VA) to certify enrollment for veteran

education benefits for most academic programs. Students who receive education benefits for veterans are required to provide official military transcripts to the Office of the Registrar when requesting certification for those benefits. Midwestern University reviews all prior education and training for VA benefit recipients. Midwestern University does not participate in the Yellow Ribbon Program. For further information and eligibility requirements, students may contact the Office of the Registrar at azregistrar@midwestern.edu or go to www.midwestern.edu/registrar. The address is:

Office of the Registrar
Midwestern University
Suite 400, Barrel III
19555 N. 59th Avenue
Glendale, AZ 85308
623/572-3325

Financial Aid for Repeat Courses

Students repeating a previously passed course may be eligible to receive Federal financial aid for the repeated course. Federal regulations define "passed" as any grade higher than an "F," regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course.

Students repeating a failed course(s) may be eligible for federal aid to cover the cost associated with the repeat of the failure(s) as long as Satisfactory Academic Progress standards (SAP) are met. Those ineligible for Federal aid may qualify for private loans. Students should contact the Student Financial Services Office to determine specific eligibility.

Website Information for Financial Aid

Additional information regarding scholarship and loan programs, tuition payment plans, links to federal sites, and the Sensible Strategies financial literacy program can be accessed on the Midwestern University Student Financial Services webpage, <http://www.midwestern.edu/programs-and-admission/student-financial-services/current-students.html>.

Applying for Financial Aid

Budget and Cost of Attendance

Each class has an established Cost of Attendance (COA) or budget designed to cover a student's educational and living expenses for a full academic year; funding is allowed within the parameters of the start/end dates of the academic year only. The standard COA for each class, developed in accordance with federal guidelines, allows for a reasonable standard of living for a single student in the community. Each year the major components of the budget are reviewed and modified, if necessary, based on changes in costs. To help verify allowable expenses and amounts included in budgets remain reasonable, Student Financial Services will periodically

survey students to gather information about 'actual' expenses they have incurred.

Representative expense categories included in every budget include:

1. Tuition and Fees
2. Books and Supplies
3. Room and Board
4. Transportation Expenses
5. Personal Expenses including insurances

Some programs may include technology, equipment, or other fees as well. In all instances, federal regulations govern what is allowable in the budgets.

While many students find it necessary to borrow to pay for their education, we highly encourage students to live as modestly as possible with a thrifty budget, to minimize debt, and that good choices now can lead to financial freedom down the road and lower repayment after graduation. The staff in the Office of Student Financial Services are always available to discuss any questions surrounding budgeting within our COA limits.

Online Application Process

Online financial aid application instructions are updated each year and made available to enrolled students. Newly accepted students who have paid their matriculation deposit will have additional electronic access to other relevant financial aid resources provided on the University website and in Blackboard via their student portal.

Glendale Tuition and Fees

Glendale Tuition and Fees (for academic year 2017-2018)

Please Note: Tuition rates are subject to change each academic year for all enrolled students. *Historically, tuition has increased between 4% and 7% annually.*

| Program | Tuition |
|---------------------------------------------------|----------|
| Arizona College of Osteopathic Medicine | \$65,842 |
| College of Pharmacy - Glendale***** | \$57,386 |
| College of Dental Medicine - Arizona* | \$74,145 |
| Arizona College of Optometry** | \$39,850 |
| Physician Assistant Studies***** | \$47,738 |
| Occupational Therapy | \$40,609 |
| Biomedical Sciences, Master of Arts | \$43,335 |
| Biomedical Sciences, Master of Biomedical Science | \$37,050 |
| Podiatric Medicine*** | \$41,941 |
| Cardiovascular Science**** | \$40,486 |
| Nurse Anesthesia | \$43,884 |
| Doctor of Nurse Anesthesia Practice | \$26,038 |
| Clinical Psychology***** | \$34,376 |
| Physical Therapy | \$38,618 |
| Veterinary Medicine | \$59,454 |
| Speech Language Pathology***** | \$39,186 |

All programs have an annual student services fee of \$652. Additional fees may be assessed including disability insurance or other charges as determined by each individual college. Students enrolled on a less than full-time basis will be charged tuition based on a per-credit-hour fee as determined by the University. If a student is given "advanced standing" and registered less than full-time in a given quarter, they will be charged on a per-credit-hour basis. All rates and fees are subject to correction.

*The College of Dental Medicine - Arizona Program has the following additional fees:

1. Technology Fee - First Year Only - \$2,575
2. Telescope-Loupes Fee-First Year Only - \$1,075
3. Endodontic Torque Control Motor Fee-Second Year Only - \$985
4. Supply Fee - All Years - \$4,895
5. Instrument Rental Fee - All Years - \$2,259

6. Simulation Laboratory and Clinic Fee - All Years - \$5,875

** The Arizona College of Optometry Program has the following additional fees:

1. Equipment and Technology Fee - First Year Only - \$1,500
2. Equipment Kit Fee - First Year Only - \$3,780
3. Diagnostic Set - First Year Only - \$798

*** The Arizona School of Podiatric Medicine Program has the following additional fees:

1. Technology Fee - First Year Only - \$808
2. Surgical Instrument Fee - \$600

**** The Cardiovascular Science Program has the following additional fees:

1. Technology Fee - First Year Only - \$877

*****The Arizona College of Health Sciences Clinical Psychology Program has the following additional fees:

1. AATBS Kit Fee- Third and Fourth Year Only - \$720

*****The Arizona College of Health Sciences Speech Language Pathology Program has the following additional fees:

1. Simucase, an SLP web based simulation program - First Year Only - \$99
2. Calipso Clinical Training - First Year Only - \$210

*****The College of Pharmacy Glendale Program has the following additional fees:

1. Arizona Pharmacy Associations Fee/Certification - \$125

*****The Arizona College of Health Sciences Physician Assistant Program has the following additional fees:

1. American Academy of Physician Assistant Membership Fees - \$75

Tuition Payment

Tuition for full-time students is an annual tuition rate that may be payable over 1, 2, 3, or 4 quarters per year depending on the academic schedule of the student. Any student enrolled where the course load meets the full-time definition will pay full-time tuition. Students exceeding the maximum prescribed course load will pay course overload charges. Students enrolled in an extended studies program will be

charged the annual tuition rate for their extra year of enrollment. Students extending their program for one quarter or less will be charged the quarterly tuition rate or on a per credit hourly rate depending on the program and their enrollment status. Students completing their clinical rotations pay a fixed tuition rate each quarter. Students are not charged on a per credit basis, but pay a fixed tuition rate each quarter during the completion of their rotations based on the annual tuition of the program.

Students are encouraged to pay all tuition and fees via Midwestern's secure website at <https://online.midwestern.edu>. Options for online payment include electronic check payment, debit or credit card. MWU accepts American Express, Discover, MasterCard and Visa. For those paying by mail or in person, all checks and money orders should be made payable to Midwestern University, with the MWU student ID number indicated on the front. Cash payments are limited to \$250 or less. Tuition due dates will be publicized on www.midwestern.edu. If tuition payments are made through the mail, please address the envelope as follows:

Midwestern University
Office of Student Financial Services
Suite 400, Barrel III
19555 N. 59th Avenue
Glendale, AZ 85308

Students who fail to pay balances owed as scheduled will have their account processed according to Midwestern University's Overdue Accounts Policy.

Payment Plans

The Office of Student Financial Services offers a payment plan that allows students to divide an unpaid balance into three equal payments over the course of a quarter. The following are policies regarding the payment plan:

1. All financial aid must be applied toward the unpaid balance due first before accepting student payment plan.
2. It will be mandatory for students to utilize MWU's electronic billing and payment system, available at <https://online.midwestern.edu>, to set up the payment plan each quarter.
3. The plan is interest free.
4. A \$25 fee will be charged per quarter. This fee is to cover costs associated with payment plan enrollment, maintenance, billing, collections, and monthly follow-up on the plans. The balance will be divided into three payments with the \$25 fee being added to the initial payment.
5. A 1.5% late fee will be applied to accounts at 10 days late, and the balance will be accelerated to be due in full.
6. Any unpaid balance must be paid in full by the end of each quarter.
7. To maintain eligibility, students must adhere to the payment plan due dates and not be, or have been late on any current or prior MWU payment plans.

Prepayment Plans

Students have the option to prepay the entire amount of tuition for their program at the tuition rate that is effective for the first year of study. Prepayment of the entire program's tuition must be paid in full by the first day of matriculation.

A student may also choose to prepay tuition a year at a time in advance, for the full academic year, at the benefit of the current tuition rate. For example, a student matriculating in the 2017-2018 academic year in September 2017, who wishes to prepay 2018-2019 tuition must make this prepayment by the first day of matriculation in September 2017. Another example is, if this same student does not choose to prepay at matriculation, but later decides to prepay year-three at the current year-two rate, this prepayment for year-three must be made by the first day of year-two classes. Any exceptions to this policy must be approved by the Director of Finance.

All accepted International matriculates who are requesting an I-20 document in order to obtain an F-1 student visa OR who are not U.S. citizens/ permanent residents/ eligible non-citizens must prepay tuition, and in some cases other mandatory program fees for the first year of their educational program 45 days prior to the first day of the first quarter of each academic year. Furthermore, the student must prepay tuition and, in some cases, other mandatory program fees for each successive year at the start of each academic year on the University's stated due date.

Credit Cards

The Office of Student Financial Services accepts credit cards for payment of tuition, fees, insurances, institutional housing, and other direct costs; however, the following requirements must apply:

1. All financial aid funds must first be applied to the balance before using a credit card for payment.
2. Credit card payments will not be accepted on accounts already paid in full, unless the student provides written authorization to hold the 'prepayment' for future quarters for which the student owes a balance after applying financial aid funds.
3. When using a third party's credit card, the Student Financial Services Office must receive a memo from the cardholder authorizing the charge or have verbal authorization.
4. MasterCard, Visa, Discover and American Express are accepted.

Important Information about Fees and Charges

Fee Charges

All full and part-time degree seeking students enrolled in an academic year must pay the student services and applicable program specific fees. Students who are enrolled 3 or 4 quarters per year will be charged the full annual student services and program specific fees. Students who are enrolled in a program that ends with 1 quarter over the summer, or 2

quarters over the summer and fall will be charged 25% or 50% of the annual student services and program specific fees, respectively. The student services fee funds such areas as the recreation center, sports intra-murals, counseling services, operation of the student lounge, student government, student representation in government, and student events on and off-campus. The program specific fees fund the items described above in the Tuition and Fees section.

Add/Drop Charges

Charges will be re-assessed accordingly for courses added/dropped and depending on the student's revised enrollment status (i.e. full-time, half-time, less than half-time, etc.). Please note that if all courses are dropped and a student is determined to be withdrawn for the entire quarter, tuition and fee charges may be assessed and will be based upon guidelines stated in the MWU Refund Policy: Return of Title IV and VII Funds.

Partial Course Load

Students registered for courses that total fewer than 12 credit hours per quarter are considered to have a partial course load. Prior authorization from the College Dean is required before students can begin a quarter with a part-time course load. In such circumstances, tuition is charged on a per credit hour basis. The rate for each quarter hour is calculated based on the current quarterly full-time tuition divided by 12 credit hours. The per-credit hourly rate is multiplied by the enrolled credit hours to equal the tuition charge for the quarter. If a student is given "advanced standing" and registered less than full-time in a given quarter, they will be charged on a per-credit-hour basis.

Course Overload

Students desiring to register for more than the prescribed course load in a given quarter are considered to have registered for a course overload. These students must receive prior approval from the College Dean before starting the quarter. Tuition is billed at an additional per-credit charge for course overload as follows:

1. Course overloads are billed the annual tuition rate plus an additional per-credit rate.
2. The per-credit rate is calculated by dividing annual tuition by the number of quarters to determine a quarterly rate. The quarterly rate is divided by the prescribed course load credit hours as specified for the program (below).
3. Overloads are defined as follows per quarter: AZCOM >29 credit hours; CPG >21 credit hours; CHS Graduate >23 credit hours; CHS Podiatric Medicine >27 credit hours; CDMA >30 credit hours; AZCOPT >30 credit hours; CVM >26 credit hours.

Overdue Accounts

The Accounts Receivables Office within Student Financial Services will follow up with students to collect past due accounts. The overall goal is to encourage all students to pay

their balance on time so that they are not faced with the consequences as outlined below.

Consequences of past due accounts can include any and all of the items listed below:

1. A 1.5% late fee will be assessed at 10 days past due for all balances of \$500 or more. Balances of \$499 or less are assessed a fixed \$7.50 late fee.
2. Past due notices will be sent via email.
3. Follow-up contacts will be made but are not limited to phone calls.
4. At 15 days past due, the College Dean will be notified of the delinquency.
5. At 30 days past due, student may be dropped from enrollment by the College.
6. If a student is suspended or terminated from MWU, he/she must reapply for admission to MWU.
7. Withholding of academic transcripts.
8. Continued non-payment of account puts the student at risk of being referred to a collection agency for further action.

Note: A student may be exempt from payment deadlines and permitted to continue in school without risk of suspension. However, students must notify the Office of Student Financial Services of any and all circumstances that may necessitate an exception to the payment deadlines. Exceptions to this policy may be made for the following reasons:

- Circumstances beyond the student's control (i.e. non-arrival of financial aid funds applied for well in advance of the due date);
- A payment plan has been approved by the Office of Student Financial Services

Returned Checks

A fee may be charged on any returned check. After two returned checks a student will be required to pay by cashier's check or money order. No exceptions will be made.

Receiving Funds

Student Loan Refunds

Students who borrow funds for their living expenses will receive periodic refunds via direct deposits to cover such expenses including room and board, transportation expenses, books and supplies, and personal expenses including insurances. Students have the obligation to budget funds appropriately so they are able to cover their expenses month to month.

Through our comprehensive "Sensible Strategies" program, the Office of Student Financial Services provides a variety of resources to assist students with important money management skills; these include budgeting, credit cards, managing your credit, money management for couples, and our innovative loan tracking/repayment tool, iontuition™.

We are committed to assisting students as they develop strong money management skills. Go to the Financial Services Sensible Strategies webpage for information on programs, events, and helpful resources.

Direct Deposit

Direct deposit for financial aid refunds is mandatory. Students requesting an exception to this requirement must submit an annual appeal to the Director of Student Financial Services & Registrar explaining the circumstances that make it impossible for funds to be electronically transmitted to the student's personal checking or savings account.

MWU will not be held responsible for any bank fees or charges that result due to insufficient funds in a student's bank account. MWU is also not responsible for late charges on any past due bills a student may incur. It is the student's responsibility to ensure the deposited funds have cleared their bank.

Direct deposit or refund checks made in error to the student must immediately be returned in full to MWU.

Satisfactory Academic Progress for Financial Aid Eligibility

As required by Federal law, reasonable standards of satisfactory academic progress for maintaining financial aid eligibility have been established by MWU for all degree-granting programs. These standards apply to all students.

Purpose

To establish, publish, and apply reasonable standards of satisfactory academic progress for financial aid eligibility in compliance with MWU Policy and federal law for aid types, which include federal, state, or institutional assistance and veterans' educational benefits administered by MWU.

Policy

Federal regulations require that all students receiving Federal Title IV and Title VII financial aid funds maintain Satisfactory Academic Progress (SAP), which states that both qualitative (GPA) and quantitative (pace/maximum timeframe) measures must be met and maintained for continuous financial aid eligibility as outlined in the MWU Standards of Satisfactory Academic Progress for Financial Aid Eligibility.

The quantitative measure defines the pace at which all students must progress to ensure program completion within the maximum timeframe permitted. This period of time cannot exceed 150% of the published length of each program. The completion ratio is calculated by dividing the cumulative "successfully completed" credit hours by the cumulative "attempted" credit hours. Transfer credits and remedial courses are included in the completion ratio for all programs. Students must earn 67% of their cumulative credits attempted (not including audited courses) at the time of evaluation, and all periods of enrollment are included

regardless whether or not the student receives financial aid. Less-than-full-time enrollment is prorated.

Grades of "W" (withdrawals) made *after* the first week of classes will be included in the number of attempted credit hours and calculated against the quantitative (pace) measure. Grades of "I" (incomplete) will be included in the number of attempted credit hours as well, but will not be included in the qualitative (GPA) measure.

Students are governed by the performance standards of the department in which they are enrolled: Programs longer than a year must meet both quantitative/qualitative measures on an annual basis; programs one year or less must meet both measures at the end of each quarter.

QUARTERLY SAP REVIEWS: The quarterly SAP review process applies to students enrolled in the Biomedical Science (M.A.) program. When an unsatisfactory SAP determination has been made at the end of a quarter, a financial aid "warning" is issued. Students remain eligible for Federal aid for one quarter following a financial aid warning, and no further action is necessary unless a student wishes to file an appeal. If SAP is not achieved by the end of a financial aid warning period, a financial aid "suspension" status is issued for the next quarter of attendance. Students may be put on probation and made eligible for Federal funding during a probationary period once an appeal is approved by the Financial Aid Committee. Students may be removed from probation if SAP is achieved at the end of one quarter; otherwise, the student will not be eligible to receive Federal financial aid and must continue at their own expense each quarter until SAP is achieved.

QUARTERLY SAP REVIEW APPEALS: Any student placed on financial aid suspension will be notified of the loss of financial aid eligibility. Students must complete the SFS Appeal Form and work with their academic department to come up with an approved academic plan. Both the SFS Appeal Form and approved Academic Plan must be submitted to the Office of Student Financial Services, who will forward it to the University Financial Aid Committee for consideration. The University Financial Aid Committee will only review completed appeals; all required documentation must be included.

Students are limited to a maximum of one (1) appeal of their financial aid status during the course of their enrollment in the Biomedical Science (M.A.) program at MWU. Students who do not attain satisfactory academic progress at the conclusion of their period of financial aid probation will be placed on financial aid suspension permanently and will not regain financial aid eligibility for the remainder of their enrollment in the Biomedical Science (M.A.) program at MWU.

ANNUAL SAP REVIEWS: A financial aid "suspension" is issued at the end of the spring quarter for students not meeting satisfactory academic progress. Students cannot

receive Federal financial aid funds unless the suspension is successfully appealed and the student is placed on probation. A student on probation status may receive Federal financial aid for a subsequent quarter. For students who need longer than one quarter (payment period) an Academic Plan is developed to help ensure that h/she can meet SAP standards by a specific point in time. While programs have discretion to determine the length of the Academic Plan, students must be monitored at the end of each quarter to confirm all components as specified in their Academic Plan are being met. Probation statuses may be suspended and student will lose eligibility for Federal financial aid at the end of any quarter where Academic Plan requirements are not met. Once Federal eligibility is lost, students must continue at their own expense until SAP requirements as set forth in this policy are achieved.

ANNUAL SAP REVIEW APPEALS: Any student placed on financial aid suspension will be notified of the loss of financial aid eligibility. Students must complete the SFS Appeal Form and work with their academic department to come up with an approved academic plan. Both the SFS Appeal Form and approved Academic Plan must be submitted to the Office of Student Financial Services, who will forward it to the University Financial Aid Committee for consideration. The University Financial Aid Committee will only review completed appeals; all required documentation must be included.

Students are limited to a maximum of two (2) appeals of their financial aid status during the course of their enrollment in any single program at MWU that is not covered by the quarterly SAP appeals process above. Students who do not attain satisfactory academic progress at the conclusion of their second nonconsecutive period of financial aid probation will be placed on financial aid suspension permanently and will not regain financial aid eligibility for the remainder of their enrollment in that specific program at MWU.

MWU Standards of Satisfactory Academic Progress for Financial Aid Eligibility

| Academic Program | Standard & Maximum Time Frames for Program Completion (in years) | | Expected Program Completion Per Academic Year (% of coursework completed) | Minimum Cumulative GPA Requirement |
|--------------------------------------|------------------------------------------------------------------|------------------|------------------------------------------------------------------------------|------------------------------------|
| | Standard | Maximum | | |
| AZCOM (full-time) | 4 | 6 | 17% | 2.00 |
| AZCOM (extended studies) | 5 | 6 | 17% | 2.00 |
| CPG (Pharm.D.) | 3 | 4.5 | 22% | 2.00 |
| CHS-Biomedical Sciences (M.B.S.) | 2 | 3 | 33% | 2.75 |
| CHS-Biomedical Sciences (M.A.) | 1 | 1.5 | 66% | 2.75 |
| CHS-PA (M.M.S.) | 2.25 (27 mos.) | 3.33 (40.5 mos.) | 30% | 3.00 |
| CHS (M.O.T.) | 2.25 (27 mos.) | 3.33 (40.5 mos.) | 30% | 2.75 |
| CHS-Cardiovascular Science (M.S.) | 2 | 3 | 33% | 2.75 |
| CHS Podiatric Medicine (D.P.M.) | 4 | 6 | 17% | 2.00 |
| CHS NA (M.S.) | 2.25 (27 mos.) | 3.33 (40.5 mos.) | 30% | 2.75 |
| CHS DNAP (full-time) | 1 | 2 | 50% | 3.00 |
| CHS DNAP (part-time) | 2 | 4 | 50% | 3.00 |
| CHS-Clinical Psychology (Psy.D.) | 4 | 6 | 17% | 3.00 |
| CDMA (D.M.D.) | 4 | 6 | 17% | 2.00 |
| AZCOPT (full-time) | 4 | 6 | 17% | 2.00 |
| AZCOPT (extended studies) | 5 | 6 | 17% | 2.00 |
| CHS-PT (D.P.T.) | 3 | 4 | 25% | 2.75 |
| CVM (D.V.M.) | 4 | 6 | 17% | 2.00 |
| CHS-Speech Language Pathology (M.S.) | 2 | 3 | 33% | 3.00 |

Academic Status Chart for Determining Financial Aid Eligibility and Enrollment Status

| Academic Status | Credit hours per quarter |
|---------------------|--------------------------|
| Full-Time | 12 minimum |
| Three-Quarter Time | 9-11 credit hours |
| Half-Time | 6-8 credit hours |
| Less than Half-Time | 1-5 credit hours |

Please Note: Classes in which students are auditing cannot be included in the amount of credit or contact hours earned when determining eligibility for financial aid. In addition, the following grades will not be considered as credit or contact hours earned/attempted for purposes of awarding federal financial aid: "I" Incomplete, "IP" In-Progress, "F" Failure, or "W" Withdrawal or "WF" Withdrawal/Failing.

The above policy is subject to change during the academic year. If revised, an addendum will be distributed to all enrolled students.

Leave of Absence for Financial Aid Eligibility Policy and Procedure

Policy

1. Students requesting a leave of absence while enrolled at Midwestern University must adhere to the policies and procedures established by the College Dean. In addition, students receiving federal financial aid must understand and follow Federal Title IV and Title VII leave of absence regulations as stated in this policy, which may affect the amount of financial assistance received. As stipulated by federal financial aid regulations, any student, including a student receiving Title IV or Title VII assistance, shall be granted a leave of absence under the following conditions:

- The student must request the leave of absence in writing to the Program Director, if applicable, with approval from the College Dean. The letter should clearly state the reason(s) for the requested leave of absence.
- MWU may not charge the student tuition or any educational expenses during a long-term leave of absence (90 days or more). However, in order to continue coverage for long-term disability insurance and/or health and dental insurance, a student on leave is obligated to pay an insurance premium. In addition, a student living on campus will be responsible for paying rent, utilities, and covered parking charges.
- Students on leave of absence are entitled to all the programs and benefits afforded by the student services fee; accordingly, the annual fee will not be refunded.

- A subsequent leave of absence may be granted for the same student due to an unforeseen circumstance such as military duty, jury duty or a circumstance covered under the Family and Medical Leave Act of 1993 (FMLA).
 - Any additional leaves of absence requests may not exceed a total of 180 days in a 12-month period. This 12-month period begins with the first day of the initial leave of absence.
 - A student on an approved leave of absence will retain in-school status.
 - There must be a reasonable expectation that a student will return from a leave of absence to continue enrollment at MWU.
2. Students granted short term leave of absences (90 days or less) will maintain financial aid eligibility and all charges will remain on the student account.
 3. For purposes of administering federal financial aid, a student who is receiving Title IV or Title VII financial aid funds and is granted leave of absence that does not meet the above guidelines will be considered to have withdrawn from MWU (for financial aid purposes only). Any student whose College Dean grants a leave of absence of 90 days or more must adhere to the leave of absence policy and reinstatement procedures established by the dean.
 - A subsequent leave of absence, not to exceed 30 days, may be granted for the same student due to an unforeseen circumstance such as a military duty, jury duty, or a circumstance covered under the Family and Medical Leave Act of 1993 (FMLA).
 - A student on an approved leave of absence will retain in-school status.
 4. If the student who is receiving financial aid fails to return from the leave of absence, the student will be considered to have withdrawn from MWU (for financial aid purposes only) as of the first day in which the leave of absence was granted. The Office of Student Financial Services will have 45 days after the last day of the leave of absence to calculate a refund and return funds to the lender (30 days if withdrawal happens between quarters). For students who do not begin attendance at MWU, SFS must return the amount of unearned Title IV Funds no later than 30 days after the institution becomes aware that the student will not or has not begun attendance. If a student who is not receiving financial aid is granted a leave of absence and fails to return at the end of the approved period, the disposition of such a case will be decided on an individual basis.
 5. Upon receipt of an LOA notification, the Office of Student Financial Services informs the student of loan obligations, possible revisions in aid, deferment options, and consequences of failure to return.
 6. A student on leave of absence may receive health, dental and disability insurance coverage for the entire period of the leave, but must prepay the entire amount of the

premiums during the leave. In addition a student may continue to live in on-campus housing for the duration of the leave, but must pay in advance each quarter.

7. All outstanding balances must be paid in full prior to a student's return from a leave of absence.

Procedure

1. Upon receiving written notification from the College Dean that a student has been granted an official leave of absence, the Office of Student Financial Services will take the following steps:
 - Recalculate the loan period and cost of attendance based on days of actual enrollment to determine the total amount of financial aid eligibility for the quarter and, if necessary, correct resulting over-awards.
 - Notify the student and lender(s) of the following:
 - Student's last date of attendance;
 - Beginning and ending dates of the leave of absence;
 - Revised cost of attendance and financial aid eligibility;
 - Revised loan period, if applicable;
 - Revised graduation date, if applicable; and
 - Revised student loan disbursement dates, if applicable.
2. The Office of Student Financial Services will promptly return to the lender any loan disbursements received during the leave of absence and, if applicable, request that the disbursement be reissued upon the student's scheduled return to MWU.
3. If the student fails to return at the end of the leave of absence, the student will be considered to have withdrawn from MWU (for financial aid purposes only) as of the first day in which the leave of absence was granted. The Office of Student Financial Services will perform the following functions:
 - Loan return calculations;
 - Prompt return of federal funds or student loan funds to lender(s) within 45 days of receipt of notification of the student's failure to return from the leave of absence.
 - Attempt to contact the student by telephone for a personal exit interview consultation.
 - If the student is unavailable for an exit interview, the financial aid administrator will mail a certified letter with the requirements and how to access the federal exit interview outlining requirements and website information to complete.

Notification of Withdrawal

1. A student's withdrawal date is the student's last date of attendance at a documented academically related activity (exam, turning-in of assignment, etc.), or the midpoint of the period for a student who leaves without notifying the institution, or for students who officially withdraw, the date the student began the prescribed withdrawal process.
2. A student must provide written notification and documentation, if applicable, to the appropriate College Dean or Program Director, stating the reason for withdrawal from MWU. If approved, the College Dean will conditionally approve a withdrawal until all clearances are obtained.
3. The student must receive clearance for withdrawal from the MWU departments on the <http://online.midwestern.edu> leave system within seven calendar days from the date of College Dean's conditional approval. This time frame will allow offices such as Student Financial Services and the Registrar to process the withdrawal, prepare the required financial aid exit, and calculate the return of unearned federal Title IV aid and all other aid, as appropriate.
4. Upon submission of all completed documentation and adherence to all clearance procedures, the College Dean will provide an official letter of withdrawal to the student. If a student does not complete the online exit counseling requirement, the Registrar will withhold official academic transcripts.

MWU Refund Policy: Return of Title IV, Title VII, and Institutional funds

Institutional Refund Formula (Cash and Private Loan)

If a student withdraws during a quarter, MWU will determine the amount of tuition and fees that were unearned by the institution. It will be calculated by determining how many remaining calendar days there are in the payment period divided by the total calendar days in the payment period. (Scheduled breaks of five or more calendar days are excluded in the calendar day count.) The Institution will pay back to the student (or lender) the unearned amount. After 60% of the days in the payment period have passed, the institution will have earned the total amount paid for that payment period. This method will be applied regardless of whether or not the student received any form of financial aid.

Tuition Assistance (TA) Refunds (Military & Veterans' Educational Benefits)

All Tuition Assistance (TA) funds will be returned according to the university's institutional refund policy. 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 TA Funds

will be returned directly to the military service, not to the service member.

Return of Title IV and, Title VII

In establishing a refund policy, MWU has instituted and adheres to all requirements included in the Federal Formula for Return of Title IV Funds as specified in Section 484B of the Higher Education Act of 1965 (as amended). This policy will apply to Title IV and VII funding. The refund policy includes the following guidelines:

1. Title IV funds include the following programs available at MWU, Direct Unsubsidized loans, Federal Perkins loans, Direct Graduate PLUS loans, and the Federal Work-Study (FWS) program. However, FWS monies awarded or earned by the student will always be excluded from the refund calculation.
2. Title VII funds include Health Professions Student Loans (HPSL) and Primary Care Loans (PCL).
3. Withdrawal On or Before the First Day of Classes of the Quarter for Which the Student Is Charged.
 - 100% of tuition, University housing, and all other fees will be credited.
4. Withdrawal After the First Day of Classes up to 60% of the Quarter for Which the Student is Charged.
 - Tuition, student services fee, and university housing charges will be prorated on a daily basis proportional to the number of days completed divided by the number of days in the payment period for which the student was enrolled.
 - University meal plans are credited based on the amount used during the quarter.
 - Information technology fee - If a student withdraws before matriculation, or after the first day of classes through the 60% point of the first quarter only, the information technology fee will be adjusted accordingly provided that the equipment/software is returned in the same condition in which the student received it, as determined by the University Information Technology Service, and the student withdraws from the college.
 - Title VII recipients will have future disbursements cancelled if the students is not enrolled full-time in subsequent quarters.
5. Withdrawal After 60% of the Quarter for Which the Student is Charged
 - No refund of tuition will be made.
 - University housing for the quarter will be credited according to the terms on the housing contract.
 - All credits on University meal plan costs will be based on the remaining balance in the quarter.

6. If a Subsequent Quarter(s) Has Been Prepaid
 - Tuition and other fees will be adjusted accordingly.
7. Student services fee, disability and health insurance fees paid to the University will not be refunded if a current student withdraws after the first day of class for the quarter.
8. All applicable refunds will be distributed in the following order as prescribed by federal law:
 - Direct Unsubsidized Loan
 - Federal Perkins Loan
 - Direct Graduate PLUS Loan
 - Other Title IV Aid Programs
 - Other Federal Sources of Aid including Title VII funding
 - Other state or private aid *
 - Institutional Aid (departmental loans and scholarships)**
 - The Student ***

* MWU will refund scholarship monies in accordance with the sponsoring agency's policy.

** All refunds of institutional aid will be prorated based on the remaining weeks of the current quarter. Subsequent quarters of awarded institutional funds will be cancelled; therefore, no refunds will be made.

*** MWU will only refund monies to a student who does not owe a repayment of non-institutional funds or who does not have unpaid current year charges owed to the institution.

9. Students who borrowed and received monies from the Federal Direct Loan Program (Unsubsidized Loans, Graduate PLUS Loans); Perkins Loans; Institutional (MWU) Loans, Health Professions Student Loans, Primary Care Loans and/or private loans will be legally responsible and obligated to repay in accordance with the terms and conditions outlined in the promissory note(s).
10. Upon request by the student, examples of refund worksheets and calculations will be available for distribution in the Office of Student Financial Services.
11. Students who feel that individual circumstances warrant exceptions from published policy may appeal the MWU Refund Policy. Student appeals need to be submitted to the Director of Student Financial Services.

ACADEMIC CALENDAR

Summer Quarter 2017

| | |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Pre-Clinical Quarter Begins (PA-II) | May 22 - June 30, 2017 |
| Classes Resume (PM-II/PM-III) | May 22, 2017 |
| Last Day to Add/Drop Classes (PM-II/PM-III) | May 26, 2017 |
| Memorial Day * No Classes* | May 29, 2017 |
| Classes Resume (PS-18) | May 30, 2017 |
| Orientation (PS-20/PA-I/NA-I/PT-I) | May 30 - June 1, 2017 |
| OCM IV Didactic Lectures | June 1 - 16, 2017 |
| Last Day to Add/Drop Classes (PS-18) | June 2, 2017 |
| Classes Begin (PS-20/PA-I/NA-I/PT-I/DNAP) | June 5, 2017 |
| Classes Resume (PT-I/PT-II/PT-III/OT-II/BMS/CP-I/CP-II/CP-III/DM-III/DM-IV/OP-III/SLP-II) | June 5, 2017 |
| Last Day to Add/Drop Classes (PS-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-II/BMS/CP-I/CP-II/CP-III/DM-III/DM-IV/OP-III/DNAP/SLP-II) | June 9, 2017 |
| Independence Day (Observed) *No Classes* | July 4, 2017 |
| Last Day of Classes (PM-II) | July 28, 2017 |
| Quarterly Exams (PM-II) | July 31 - August 4, 2017 |
| Last Day of Class (PS-18) | August 4, 2017 |
| Quarterly Exam (PS-18) | August 7 - 11, 2017 |
| Quarterly Break (PM-II) | August 7 - 11, 2017 |
| Last Day of Class (PM-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-II/OT-III/BMS/PM-III/CP-I/CP-II/CP-III/DM-III/DM-IV/OP-III/SLP-II) | August 11, 2017 |
| Quarterly Exams (PS-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-II/OT-III/BMS/PM-III/CP-I/CP-II/CP-III/DM-III/DM-IV/OP-III/SLP-II) | August 14 - 18, 2017 |
| Last Day of Class (DNAP) | August 18, 2017 |
| Program Completion (PA-III) | August 18, 2017 |
| Quarter Break (PS-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-II/OT-III/BMS/PM-III/CP-I/CP-II/CP-III/DM-III/DM-IV/OP-III/SLP-II) | August 21 - 25, 2017 |
| Program Completion (CP-IV or CP-V) | August 24, 2017 |
| Commencement (CHS (PA/OT/CP/NA/DNAP)) | August 31, 2017 |

Fall Quarter 2017

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Orientation (MS-I/PM-I) | July 24 - 27, 2017 |
| Classes Begin (MS-I/PM-I) | July 31, 2017 |
| Last Day to Add/Drop Classes (MS-I/PM-I) | August 4, 2017 |
| Classes Begin (MS-II/PM-II) | August 14, 2017 |
| Last Day to Add/Drop Classes (MS-II/PM-II) | August 18, 2017 |
| Orientation (OT-I/BMS/CVSP/CP-I/DM-I/OP-I/VM-I/DNAP/SLP-I) | August 21 - 23, 2017 |
| Classes Resume (PM-III) | August 28, 2017 |
| Classes Begin (PS-19/PS-20/PA-I/NA-I/PT-1/PT-II/PT-III/OT-I/OT-II/BMS/CVSP/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/DNAP/SLP-I/SLP-II) | August 28, 2017 |
| Last Day to Add/Drop Classes (PS-19/PS-20/PA-1/NA-1/PM-III/PT-I/PT-II/PT-III/OT-I/OT-II/BMS/CVSP/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/DNAP/SLP-I/SLP-II) | September 1, 2017 |
| Labor Day *No Classes* | September 4, 2017 |
| White Coat Ceremony | October 6, 2017 |
| Last Day of Classes (MS-I/MS-II/PM-I/PM-II) | October 20, 2017 |
| Quarterly Exams (MS-I/MS-II/PM-I/PM-II) | October 23 - 27, 2017 |
| Quarterly Break (PM-I/PM-II) | October 31 - November 4, 2017 |
| Last Day of Classes (PS-19/PS-20/PA-I/NA-I/PT-I/PT-III/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/SLP-I/SLP-II) | November 3, 2017 |
| Quarterly Exams (PS-19/PS-20/PA-I/NA-I/PT-I/PT-III/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/SLP-I/SLP-II) | November 6 - 10, 2017 |
| Last Day of Class (DNAP) | November 10, 2017 |
| Thanksgiving Break (PS-19/PS-20/PA-I/NA-I/PT-I/PT-III/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/DNAP/SLP-I/SLP-II) | November 13 - 24, 2017 |
| Last Day of Class (PT-II) | November 17, 2017 |
| Thanksgiving Break (MS-I/MS-II/PM-I/PM-II) | November 20 - 24, 2017 |
| <u>Winter Quarter 2017</u> | |
| Classes Begin (MS-I/MS-II/PM-I/PM-II) | November 6, 2017 |
| Last Day to Add/Drop Classes (MS-I/MS-II/PM-I/PM-II) | November 10, 2017 |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Classes Begin (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/DNAP/SLP-I/SLP-II) | November 27, 2017 |
| Last Day to Add/Drop Classes (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/DNAP/SLP-I/SLP-II) | December 1, 2017 |
| Winter Break (MS-I/MS-II/PS-19/PS-20/PA-I/NA-I/PM-I/PM-II/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/SLP-I) | December 18, 2017 - January 1, 2018 |
| Classes Resume (MS-I/MS-II/PS-19/PS-20/PA-I/NA-I/PM-I/PM-II/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/SLP-I) | January 3, 2018 |
| Martin Luther King/ Jr. Day *No Classes* | January 15, 2018 |
| CAREERxPO (CPG) | February 2, 2018 |
| Last Day of Classes (MS-I/MS-II/PM-I/PM-II) | February 2, 2018 |
| Quarterly Exams (MS-I/MS-II/PM-I/PM-II) | February 5 - 9, 2018 |
| Spring Break (MS-I/MS-II/PM-I/PM-II) | February 13 - 17, 2018 |
| Last Day of Classes (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/SLP-I) | February 16, 2018 |
| Quarterly Exams (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/VM-III/SLP-I) | February 19 - 23, 2018 |
| Last Day of Class (DNAP) | February 23, 2018 |
| Spring Break (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/SLP-I) | February 26 - March 2, 2018 |
| <u>Spring Quarter 2018</u> | |
| Classes Resume (MS-I/MS-II/PM-I/PM-II) | February 19, 2018 |
| Last Day to Add/Drop Classes (MS-I/MS-II/PM-I/PM-II) | February 23, 2018 |
| Classes Resume (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/DNAP/SLP-I/SLP-II) | March 5, 2018 |
| Last Day to Add/Drop Classes (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/PT-III/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/DNAP/SLP-I/SLP-II) | March 9, 2018 |
| Last Day of Classes (MS-I/MS-II/PM-I/PM-II) | April 27, 2018 |
| Quarterly Exams (MS-I/MS-II/PM-I/PM-II) | April 30 - May 4, |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| | 2018 |
| Quarter Break (PM-I/PM-II) | May 7 - 18, 2018 |
| Required Study Block (COMLEX L1) (MS-II) | May 7 - June 29, 2018 |
| Quarter Break (MS-I) | May 7 - August 10, 2018 |
| Last Day of Classes (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/SLP-I/SLP-II) | May 11, 2018 |
| Quarterly Exams (PS-19/PS-20/PA-I/NA-I/PT-I/PT-II/OT-I/OT-II/BMS/CVSP-I/CP-I/CP-II/CP-III/DM-I/DM-II/DM-III/DM-IV/OP-I/OP-II/OP-III/VM-I/VM-II/SLP-I) | May 14 - 18, 2018 |
| Program Completion (VM-IV) | May 16, 2018 |
| Last Day of Class (PT-III/DNAP) | May 18, 2018 |
| Prep for Clinical Practice (CVSP-1) | May 21 - 25, 2018 |
| Quarter Break (PS-19/PS-20) | May 21 - 25, 2018 |
| OCM III Exam Week (MS-III) | May 21 - 25, 2018 |
| Quarter Break (NA-1/OT-I/OT-II/BMS/CP-I/CP-II/CP-III/DM-III/DM-IV/PT-I/PT-II/SLP-I) | May 21 - June 1, 2018 |
| Quarter Break (DM-II/OP-I/OP-II/OP-III/VM-I/VM-II) | May 21- August 17, 2018 |
| Program Completion (PT-III) | May 22, 2018 |
| Memorial Day *No Classes* | May 28, 2018 |
| Quarter Break (CVSP-1) | May 28 - June 1, 2018 |
| Program Completion (PM-IV) | May 29, 2018 |
| Commencement (AZCOM) | May 30, 2018 |
| Commencement (CVM) | May 30, 2018 |
| Commencement (CDMA/AZCOPT) | May 31, 2018 |
| Commencement (CPG) | May 31, 2018 |
| Program Completion (CVSP-II) | May 31, 2018 |
| Commencement (AZ CHS) | June 1, 2018 |
| Commencement (AZ CHS) | August 23, 2018 |

ARIZONA COLLEGE OF OSTEOPATHIC MEDICINE

MISSION

Midwestern University Arizona College of Osteopathic Medicine educates students to exhibit professionalism, provide patient care, and serve their communities in order to become qualified osteopathic physicians.

The mission will be achieved by meeting the following objectives:

- Incorporate clinical teaching into the curriculum throughout the four-year program.
- Incorporate osteopathic principles and practice into both preclinical and clinical training years.
- Incorporate basic scientific principles into the learning and medical curriculum.
- Provide opportunities for research and scholarly activity for students, graduates, and faculty.
- Prepare students for COMLEX-USA Level 1, Level 2 CE, and Level 2 PE to support completion of the program and graduation.
- Demonstrate continuing progress in acquiring the core competencies during student clinical clerkship training.
- Assess the performance of AZCOM graduates.
- Encourage community service by students, graduates, and faculty.
- Support the Midwestern University Osteopathic Postgraduate Training Institute (MWU/OPTI) to mutually enhance the training of our students, residents, and faculty.
- Equip students to be successful in residency placement.
- Provide faculty development opportunities to promote AZCOM objectives.
- Provide financial literacy programs and events.

For more information, see our Fast Facts page, https://www.midwestern.edu/programs_and_admission/az_osteopathic_medicine.html#Fast.

ACCREDITATION

The Arizona College of Osteopathic Medicine is accredited by the American Osteopathic Association

(AOA)/Commission on Osteopathic College Accreditation (COCA). COCA is recognized as the accrediting agency for colleges of osteopathic medicine by the United States Department of Education and the Council of Postsecondary Accreditation (COPA). AZCOM is currently accredited through 2021.

For further information, please contact the Commission on Osteopathic College Accreditation, American Osteopathic Association, 142 E. Ontario St., Chicago, IL 60611; 800/621-1773; or www.osteopathic.org.

DEGREE DESCRIPTION

Upon graduation from Arizona College of Osteopathic Medicine, the Doctor of Osteopathic Medicine (D.O.) degree is granted. The usual length of the course of study is 4 academic years. The curriculum consists of 2 years of primarily didactic instruction followed by 2 years of primarily clinical rotations, including the applicable didactic material. Upon graduation with the D.O. degree, the graduate is eligible for postdoctoral residency training in all fields of medicine. Completion of requirements for a D.O. degree does not guarantee placement in a residency program, future employment, licensure, or credentialing.

ADMISSIONS

The Arizona College of Osteopathic Medicine considers for admission those students who possess the academic, professional, and personal qualities necessary to become exemplary osteopathic physicians. To select these students, the College uses a rolling admissions process within a competitive admissions framework.

Admission Requirements

Students seeking admission to AZCOM must submit the following documented evidence:

1. Completion of the admission course requirements.
 - Grades of C or better (grades of C- are not acceptable)
 - To be competitive, students should have minimum cumulative GPAs and science GPAs over 3.00 on a 4.00 scale

- To receive a supplemental application, students must have minimum science and cumulative GPAs of 2.75 on a 4.00 scale
2. Completion of a bachelor's degree at a regionally accredited college or university prior to matriculation.
 3. Competitive scores on the Medical College Admissions Test (MCAT).
 - Average MCAT score for students entering in 2016 was 29 (506)
 - Only MCAT exam scores earned from tests taken no more than 3 years prior to the matriculation date of the planned enrollment year are acceptable. For the 2017 application cycle, this would be MCATs taken in 2015, 2016 and 2017
 - Register for MCAT tests through the MCAT Program Office at 202/828-0690 or visit www.aamc.org/students/applying/mcat/reserving
 4. Two letters of recommendation are required.
 - One letter from either a pre-medical advisory committee or science professor who has taught the applicant
 - Second letter from either a D.O. or a M.D. Letters from osteopathic physicians are strongly recommended, and letters written by immediate family members are not acceptable

Students seeking admission to AZCOM must:

- Demonstrate understanding of and sincere interest in osteopathic medicine.
- Demonstrate service orientation through community service or extracurricular activities.
- Demonstrate motivation for and commitment to health care as demonstrated by previous work, volunteer work, or other life experiences.
- Demonstrate verbal, nonverbal and written communication skills necessary to interact with patients and colleagues.
- Pass the Midwestern University criminal background check and fingerprint clearance, where required.
- Commit to abide by Midwestern University Drug-Free Workplace and Substance Abuse Policy.
- Meet the Technical Standards for the College.

Admission Course Requirements

| | |
|----------------------------|-----------------------------|
| Biology with Lab | 8 Semester/12 Quarter hours |
| General Chemistry with Lab | 8 Semester/12 Quarter hours |
| Organic Chemistry with Lab | 8 Semester/12 Quarter hours |
| Physics | 8 Semester/12 Quarter hours |
| English Composition | 6 Semester/9 Quarter hours |

Courses that may contribute to success in medical school include Anatomy, Physiology, and Biochemistry

Competitive Admissions

Within its competitive admissions framework, the College uses multiple criteria to select the most qualified candidates from an applicant pool that exceeds the number of seats available. AZCOM typically receives over 5000 applications for its 250 seats.

Rolling Admissions

AZCOM uses a rolling admissions process in which applications are reviewed and interview decisions are made at each interval during the admissions cycle. Interviews are conducted and selection decisions for the College are made until the class is filled. Applicants are notified of their selection status within two to four weeks after their interview date. To be competitive within this process, candidates should apply early in the admissions cycle.

Application Process and Deadlines

The official AACOMAS application deadline is January 1st; however, applicants are strongly encouraged to apply early in the cycle. Due to the large number of applications and the limited number of seats available, applications will be considered on a first-come, first-served basis only until all seats are filled.

AACOMAS Application - January 1st Deadline

To initiate the application process, all applicants must register and apply online via the centralized application service administered by AACOM at <http://aacomas.aacom.org/>. The AACOMAS application is typically available in early June. As part of this process, students must submit official MCAT scores for tests taken no more than 3 years prior to the matriculation date, and official transcripts directly to AACOMAS. The Office of Admissions will not accept MCAT scores or transcripts submitted directly to Midwestern University. The deadline for submission of the AACOMAS application is January 1st.

- AZCOM Supplemental Application - March 1st Deadline
Upon receipt of the AACOMAS application from the

application service, the Midwestern University Office of Admissions will e-mail the supplemental application to all applicants who have earned minimum cumulative GPAs and science GPAs of 2.75. Applicants must complete and submit the supplemental application forms with their resume, essay responses, and nonrefundable/nonwaivable \$50 processing fee to the Office of Admissions. All supplemental application materials must be received in the Office of Admissions on or before the deadline of March 1st.

- Letters of Recommendation - March 1st Deadline Applicants must submit two letters of recommendation. One letter must be written by a pre-health advisory committee or science professor who has taught the applicant. The second letter must be written by a physician, either a D.O. or M.D. Letters from osteopathic physicians are strongly recommended. The required letters of recommendation must be received in the Office of Admissions on or before the deadline of March 1st. Letters must adhere to the following guidelines:
 1. The applicant's full legal name and AACOMAS ID number must be on the front page of the recommendation. The applicant must provide this information to evaluator.
 2. Letters must be sent directly to Admissions from the evaluator and must be printed on letterhead stationery, which includes the complete contact information for evaluator.
 3. The evaluator's academic degrees must be listed (e.g., Ph.D., D.O., M.D.).
 4. Applicants who have previously applied to AZCOM must submit new letters of recommendation.
 5. Letters from immediate family members will NOT be accepted.
- Completed Applications - March 1st Deadline All application materials, including the AACOMAS application, MCAT scores (as reported to AACOMAS), two required letters of recommendation, and all supplemental application materials with the application fee must be received in the Office of Admissions on or before March 1st. Only completed applications received by the Office of Admissions, on or before the deadline date, will be reviewed for potential fall enrollment.
- Application Reviews and Interview Decisions AZCOM uses a rolling admissions process to review completed applications and make interview decisions. Applications will not be reviewed until all required application materials have been received by the Office of Admissions, including the AACOMAS application, official MCAT scores (as reported to AACOMAS), supplemental application materials, processing fee, and both required letters of recommendation. Applicants complete their files as soon as possible to remain

competitive in this process and to ensure full consideration of their applications.

Please Note: Applicants are responsible for tracking the receipt of their application materials and verifying the status of their required application materials on the University website. Instructions for accessing application information on the University website will be sent to applicants by the Office of Admissions. Applicants are advised to keep the Office of Admissions informed of any changes to mailing address and e-mail address. All requests for application withdrawals must be made in writing. Applicants are expected to act professionally in their interactions with AACOMAS and with AZCOM, and should follow the AACOMAS applicant protocol at all times.

Interview and Selection Process

Applicants must meet all of the admissions requirements listed previously to be considered for on-campus interviews. After the Office of Admissions receives all of the required application materials, applicant files are reviewed to determine whether applicants merit interview invitations based on established criteria of the Admissions Committee. Applicants who are invited to interview will be contacted by the Office of Admissions and receive instructions for scheduling their interviews via the University's web-based scheduling system. Additional applicants may be placed on an interview "Wait List" pending possible interview openings toward the end of the interview cycle.

When applicants accept interview appointments, they join other interviewees to meet with members of a three-person interview panel selected from a volunteer group of basic scientists, current students, administrators, and clinicians. Panel members assess applicants for their academic and personal preparedness for medical school, and their understanding of the osteopathic physician's role in the healthcare team. They rate applicants on a standardized evaluation form relative to each variable. At the conclusion of the interviews, the panel members forward their applicant evaluations to the Admissions Committee. The committee may recommend to accept, to deny, or to place the applicant on either the hold or alternate list. This recommendation is then forwarded to the Dean of AZCOM for final approval. The Dean, via the Office of Admissions, notifies accepted applicants within three to four weeks of their interview.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College. The following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. Candidates must

have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand, including those on a computer screen or electronic device. Observation necessitates the functional use of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate in English, proficiently and sensitively, in verbal and written form, and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine motor movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. Candidates must be able to lift 20 lbs.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt, completion of all responsibilities and the development of mature, sensitive, and effective relationships. Candidates must be able to tolerate physically, mentally, and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process. The candidate must agree to participate in touching/palpating on the skin and being touched/palpated on the skin by individuals regardless of gender in the OMM Lab and in the Physical Examination Lab. These activities will take place in large and small group settings as directed in the College's curricular requirements.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean, will identify and discuss what accommodations, if any, the College would need to make that would allow the candidate to complete the curriculum. The College is not able to grant accommodations that alter the educational standards of the curriculum, including the requirement that students practice osteopathic manipulative techniques on each other. Students must meet the Technical Standards for the duration of enrollment at the College.

Pre-Matriculation Commitments

Applicants who have made commitments prior to their matriculation at AZCOM must be aware there may be curricular priorities that are not compatible with their tentative schedules. Students who wish to fulfill prior commitments must request time off from each course director and department chair during the first week of the academic year. MWU does not guarantee that time off for prior commitments will be approved. Enrollment deferments are not offered for pre-matriculation commitments.

Reapplication Process

After receiving either denial or end-of-cycle letters, or after dismissal from the College, applicants may reapply for the next enrollment cycle. Before reapplying, however, applicants should seek the advice of an admissions counselor.

To initiate the reapplication process, applicants must submit their applications to AACOMAS. Applications are then processed according to standard application procedures.

Transfer Admission

AZCOM may elect to accept transfer students from other U.S. osteopathic medical schools as long as these students remain in good academic standing and provide acceptable reasons for seeking their transfers. The American Osteopathic Association (AOA)/Commission on Osteopathic College Accreditation (COCA) standards require that the last two years of instruction must be completed within the college of osteopathic medicine granting the D.O. degree.

Currently enrolled students are not granted advanced standing for individual courses completed at another institution. Full credit is granted for course work completed by students transferring from another institution for the purpose of completing their course of study at AZCOM.

Students requesting transfers must meet AZCOM's general requirements for admission and follow transfer procedures:

1. All inquiries for transfer to AZCOM must be submitted to the Office of Admissions.
2. The Office of Admissions will confirm the availability of rotation sites through the Office of the Dean of AZCOM.
3. If the Dean of AZCOM designates available transfer positions, applications will be sent.
4. Students must return their completed applications to the Office of Admissions and must include a statement of reason of transfer as well as the following from the COM:
 1. Transcripts (must have no "F's" or repeated courses)
 2. Class rank (must be in top 50%)
 3. Dean's letter verifying "Good Academic Standing" and specifying that the student is eligible for readmission
 4. Letter of reference from the Dean of Students
5. The Dean of AZCOM may require passage of COMLEX-USA Level 1 prior to transfer.
6. Completed applications are forwarded to the Dean of AZCOM.
7. A group appointed by the Dean of AZCOM conducts interviews with applicants.
8. Recommendations are forwarded to the Dean of AZCOM for final approval.
9. Applicants are notified by the Dean of AZCOM through the Office of Admissions of the final transfer decision.

GRADUATION REQUIREMENTS

The degree Doctor of Osteopathic Medicine (D.O.) is conferred upon candidates of good moral character who have completed all academic requirements, satisfied all financial obligations, and completed all graduation requirements.

Students must pass all didactic course work and rotation courses with a grade of "C," or better, in order to graduate.

Students must pass COMLEX-USA Level 1 and both components of the COMLEX-USA Level 2 examinations of the National Board of Osteopathic Medical Examiners (NBOME). There must be a minimum of 130 weeks of instruction between the date of matriculation and graduation. The current student outcomes and assessments can be accessed at www.midwestern.edu/programs-and-admission/az-osteopathic-medicine.html.

Maximum Length of Completion

Except in the case of a student receiving another degree, in addition to the DO degree, the education program leading up to a DO degree may not exceed 6 years from the date of matriculation as stipulated by the American Osteopathic Association - Commission on Osteopathic College Accreditation (AOA-COCA).

LICENSURE REQUIREMENTS

Licensure for the practice of medicine is granted on a state-by-state basis. Graduates of Arizona College of Osteopathic Medicine (AZCOM) qualify for licensure in all 50 states.

Graduates are referred to the licensing board in each state in which they have interest in licensure, to obtain the specific requirements.

CURRICULUM

Instructional Program

As scientists and practitioners of the healing arts, osteopathic physicians subscribe to a philosophy that regards the body as an integrated whole with structures and functions working interdependently. As an extension of this philosophy, osteopathic physicians treat their patients as unique persons with biological, psychological, and sociological needs, an approach that underscores the osteopathic commitment to patient-oriented versus disease-oriented healthcare. In recognition of this approach, Arizona College of Osteopathic Medicine (AZCOM) has developed, and continues to refine, a four-year curriculum that educates students in the biopsychosocial approach to patient care, as well as the basic medical arts and sciences.

Within this curricular format, AZCOM students spend their first two years completing a rigorous basic science curriculum and preparing for their clinical studies, including early clinical simulated experiences. During their third and fourth years, students rotate through a variety of clinical training sites accruing 84 weeks of direct patient care experience. By stimulating intellectual curiosity and teaching problem-solving skills, the AZCOM curriculum encourages students to regard learning as a lifelong process.

Total Curricular Hours

| | |
|------------------|--------------|
| First Year | 70.5 |
| Second Year | 64.5 |
| Elective Credits | 2.0 |
| Third Year | 71.5 |
| Fourth Year | 62.4 |
| Total | 270.9 |

Please Note: AZCOM reserves the right to alter its curriculum however and whenever it deems appropriate.

| | | | | | | | | |
|---------------------------------------|-------|-------------------------------------------------|-----|-----------------------------------------------------------------|-------|------------------------------|-----|-------------|
| First Year/Preclinical Block I | | | | Total | | | | 70.5 |
| ANATG | 1510 | Gross Anatomy I | 5 | | | | | |
| ANATG | 1514 | Embryology Fall/Winter | 1.5 | Second Year/Preclinical Block II | | | | |
| ANATG | 1520 | Gross Anatomy II | 5 | CLMDG | 1631 | Introduction to Radiology | 1 | |
| BIOCG | 1511 | Biochemistry I Fall | 7 | | | Spring | | |
| BIOCG | 1522 | Biochemistry II Winter | 4 | CLMDG | 1700 | Introduction to Clerkship | 2 | |
| COREG | 1560A | Interprofessional Healthcare | 0.5 | | | Spring | | |
| COREG | 1570A | Interprofessional Healthcare | 0.5 | CMEDG | 1613 | Patient Care Experience I | 1 | |
| COREG | 1580A | Interprofessional Healthcare | 0.5 | | | Fall | | |
| FMEDG | 1531 | Public Health, Medical Ethics and Jurisprudence | 2 | CMEDG | 1624 | Patient Care Experience II | 1 | |
| | | Spring | | | | Winter | | |
| HISTG | 1514 | Histology | 5 | ICMDG | 1614 | Introduction to Clinical | 5 | |
| ICMDG | 1511 | Introduction to Clinical Medicine I | 3 | | | Fall | | |
| ICMDG | 1522 | Introduction to Clinical Medicine II | 2.5 | ICMDG | 1625 | Introduction to Clinical | 4.5 | |
| | | Winter | | | | Medicine V | | |
| ICMDG | 1533 | Introduction to Clinical Medicine III | 3 | ICMDG | 1630 | Introduction to Clinical | 3.5 | |
| | | Spring | | | | Medicine VI | | |
| MICRG | 1531 | Immunology | 3 | MICRG | 1611 | Microbiology | 10 | |
| MPSYG | 1511 | Introduction to Human Behavior I | 1 | | | Fall/Winter | | |
| MPSYG | 1522 | Introduction to Human Behavior II | 1 | MPSYG | 1634 | Psychopathology: Treatment | 1 | |
| | | Winter | | | | of Behavior Disorders | | |
| MPSYG | 1533 | Introduction to Human Behavior III | 1 | | | Spring | | |
| | | Spring | | OMEDG | 1614 | Osteopathic Medicine IV | 2.5 | |
| NEURG | 1531 | Neuroscience | 6.5 | | | Fall | | |
| OMEDG | 1511 | Osteopathic Medicine I | 2.5 | OMEDG | 1625 | Osteopathic Medicine V | 2.5 | |
| | | Fall | | | | Winter | | |
| OMEDG | 1522 | Osteopathic Medicine II | 2.5 | OMEDG | 1636 | Osteopathic Medicine VI | 2.5 | |
| | | Winter | | | | Spring | | |
| OMEDG | 1533 | Osteopathic Medicine III | 2.5 | PATHG | 1611 | Pathology I | 6 | |
| | | Spring | | | | Fall | | |
| PHYSG | 1521 | Physiology I | 5.5 | PATHG | 1622 | Pathology II | 6 | |
| | | Winter | | | | Winter | | |
| PHYSG | 1532 | Physiology II | 5.5 | PATHG | 1633 | Pathology III | 5 | |
| | | Spring | | | | Spring | | |
| CLMDG | CLMDG | Mandatory Elective(s) Year 1 | | PHARG | 1611 | Pharmacology | 11 | |
| | | Spring | | | | Fall/Winter/Spring | | |
| | | | | CLMDG | CLMDG | Mandatory Elective(s) Year 1 | | |
| | | | | | | Spring | | |
| | | | | Total | | | | 64.5 |
| | | | | Third Year | | | | |
| | | | | *Total weeks includes orientation and a holiday break/vacation. | | | | |
| | | | | Summer, Fall, Winter, and Spring Quarters (*44 weeks) | | | | |
| | | | | CARDG | 1701 | Cardiology Rotation | 6 | |

| | | | |
|--------------|------|----------------------------------------------------------|-------------|
| CLMDG | 1701 | Osteopathic Clinical Medicine-Third Year Didactics | 5.5 |
| FMEDG | 1701 | Family Medicine Rotation I | 6 |
| FMEDG | 1702 | Family Medicine Rotation II | 6 |
| FMEDG | 1703 | Third Year Elective | 6 |
| IMEDG | 1701 | General Internal Medicine Rotation I | 6 |
| IMEDG | 1702 | General Internal Medicine Rotation II | 6 |
| MPSYG | 1701 | Psychiatry Rotation | 6 |
| OBYG | 1701 | Obstetrics/Gynecology Rotation | 6 |
| PEDIG | 1701 | Pediatric Rotation | 6 |
| RURLG | 1701 | Rural Medicine | 6 |
| SURGG | 1701 | General Surgery Rotation | 6 |
| Total | | | 71.5 |

Fourth Year

* Total fourth year credits take into account that students choose between IMED 1804S (Surgical Intensive Care) or IMED 1804 (Critical Care). Total credit for either course is 6.

Summer, Fall, Winter, and Spring Quarters (*40 weeks)

| | | | |
|--------------|-------|-----------------------------------------------------------------|-------------|
| CLMDG | 1801 | Osteopathic Clinical Medicine - Fourth Year Didactics - A | 1.2 |
| CLMDG | 1802 | Osteopathic Clinical Medicine - Fourth Year Didactics - B | 1.2 |
| ELECG | 1801 | Elective Rotations | 36 |
| EMEDG | 1801 | Emergency Medicine Rotation | 6 |
| IMEDG | 1803 | Subspecialty Internal Medicine Rotation | 6 |
| IMEDG | 1804 | Critical Care Rotation | 6 |
| IMEDG | 1804S | Surgical Intensive Care Unit Rotation (alt. choice) | 6 |
| SURGG | 1802 | Subspecialty Surgery Rotation | 6 |
| Total | | | 62.4 |

ELECTIVE PRECLINICAL COURSES

Students are required to accumulate a total of 2 credit hours of approved elective courses by the end of second year. Students may begin as early as the spring quarter of their first year and must complete this requirement by the end of the second year. The most current offerings may be viewed on the Midwestern University intranet, but vary from year to year. Failure of elective courses carry the same weight as failures in core curriculum courses such as Anatomy, Biochemistry, etc. Courses may include:

1. Addiction Medicine
2. Advanced Gross Anatomy
3. Aerospace Medicine
4. Case Studies in Pediatrics: What is the Diagnosis?
5. Clinical Case Simulation
6. EKG Interpretation
7. Leadership and Management
8. Medical Hypnosis
9. Obstetrics and Gynecology Clinical Skills Development
10. One Health Grand Rounds
11. Osteopathic Manipulative Medicine
12. Reproductive Healthcare: Cultural Competency and Sensitivity Issues
13. Research
14. Table Trainers in osteopathic manipulative medicine
15. Teaching in the Anatomical Sciences
16. Tropical and Geographic Medicine

CLINICAL ROTATIONS

Required Third Year Core Rotations

Core rotations are required rotations that include assessment by a preceptor evaluation and a post rotation examination and, in some cases, small group participation. Core third year rotations include: Family Medicine, Internal Medicine, Surgery, Pediatrics, Cardiology, Psychiatry, and Obstetrics/Gynecology. There is also a required elective rotation in third year. All required rotations, including the third year elective and rural rotations, must be done at established Midwestern University/AZCOM rotation sites.

Required Fourth Year Rotations

Fourth year students complete core rotations in Emergency Medicine and Critical Care and required rotations in subspecialty medicine and subspecialty surgery. They may complete a maximum of 16 weeks of rotations in any one discipline.

Students must successfully complete a minimum of 24 weeks of elective rotations during their fourth year in recognized disciplines of medicine. Students may schedule one four week elective at an approved site in international medicine and/or research.

Elective clinical rotations may be done at preapproved institutions, including military, in states in which Midwestern University has a license or agreement to send its students. To be eligible for academic credit, elective rotation schedules must be planned with the assistance of, and approval by, the appropriate clinical Department Chair.

Breaks/Vacation

There is a one to two week holiday break at the end of the calendar year during the third and fourth years. In addition, there is a one week break for senior week/graduation preparation culminating in graduation for fourth year students.

Students may arrange academic breaks to attend out-of-area interviews, study for and/or take COMLEX-USA Level 2 CE, and/or Level 2 PE by following the policies set forth in the current rotation manual. Academic breaks taken during scheduled rotation time must be made up. Academic breaks taken during unscheduled time may not exceed eight weeks.

DEPARTMENT DESCRIPTIONS

Department of Anatomy

Through a comprehensive course of study in gross anatomy, embryology, histology, and neuroscience, the anatomy section of the basic sciences provides thorough instruction in the morphology of the human body. The study of anatomy is particularly germane to osteopathic medicine because the relationship between structure and function is a fundamental tenet of osteopathic philosophy. Direct observation of human structure is the essence of the anatomy courses. In Gross Anatomy, all students participate in the dissection of the cadaver under the guidance of the Department of Anatomy faculty. Dissection is supplemented by the study of surface anatomy, models, osteologic specimens, radiographs and transverse sections. The microscopic structure of cells and their organization into tissues and organs are presented in the Histology course. In the Embryology course, students study the normal pattern of human development with an emphasis on the development of specific organ systems. The Neuroscience course focuses on the sensory and motor systems and uses case studies to apply and reinforce clinical concepts.

Department of Biochemistry

Biochemistry is the science concerned with cellular constituents at the molecular level and all the reactions that take place within a living cell. A biochemical understanding of these components in health enables physicians to appreciate how the properties and function of them are altered in disease. Biochemistry is fundamental to understanding all branches of the life sciences. The course is a required, two-quarter sequence in medical biochemistry and

is composed of lectures and workshops. Workshops are conducted with small groups using case-based learning to illustrate the application of biochemical concepts in a clinical setting. Topic units include cell biology, molecular biology, cell metabolism, organ metabolism, medical statistics, medical genetics and nutrition.

Department of Clinical Education

The Department of Clinical Education consists of the following clinical departments: Family Medicine, Integrated Medicine, including the disciplines of Emergency Medicine, Radiology and Psychiatry, Internal Medicine, Maternal and Child Health, Osteopathic Manipulative Medicine, and Surgery and Anesthesia. The department contributes to all four years of the student's pre-doctoral training providing academic knowledge, clinical simulation, assessment and active clinical exposure and training. During the first two years, the student receives training in basic science courses and skills labs, as well as hands-on experiences with standardized patients during Objective Structured Clinical Examinations (OSCEs) and with Osteopathic Manipulative Medicine (OMM). In addition, there are regularly scheduled small groups and lectures to facilitate the clinical application of didactic learning and hands-on experiences. Through these courses, students gain foundational medical knowledge, demonstrate application of clinical skills, and develop professional skills needed for clinical experiences. During the third and fourth years, students build on their academic knowledge through clinical rotation exposure in physician's offices, clinics and hospitals, with direct patient care, post-rotation examinations, and other evaluative tools. Each student is assigned to an Education Coordinator who assists them with rotation scheduling, documentation compliance, and coordination of applications to residencies. Department faculty maintain an open-door policy and are integrally involved in coaching and mentoring students regarding career choices and the residency match process. Through clinical rotations and faculty guidance, medical students gain competency in the integration of medical knowledge, development of differential diagnosis, the reporting of patient care and advancement of professional skills needed to advance to post graduate training in residency. The department also maintains a strong collaboration with the Midwestern University Osteopathic Postgraduate Training Institute (MWU OPTI), where medical students are provided clinical rotation opportunities within medical facilities and programs associated with accredited residencies.

Department of Family Medicine

The Department of Family Medicine is integrally involved in medical student training throughout the four years of medical school, beginning in the first year. Through clinical courses, students develop skills in differential diagnosis, case presentation, EKG interpretation, SOAP note and

prescription writing, evidence-based medicine and biostatistics. They also gain exposure to the business of medicine. In accordance with the comprehensive nature of Family Medicine, all systems of the body are discussed using a case-based format across the age span, carefully integrating the art of medicine and osteopathic principles with the concepts of medical diagnosis and treatment of common disease entities. Faculty serve as facilitators in clinical exam case presentation and differential diagnosis workshops for first and second year students. They regularly observe, debrief and grade first and second year student performances in Observed Structured Clinical Exam (OSCE) experiences.

Prior to clinical rotations, all students participate in department-led procedural workshops. Faculty co-direct and/or participate in the OCM III and IV courses in the third and fourth year, and the two required core clinical clerkship rotations in Family Medicine for all third-year students, as well as several elective rotations. Many students have the opportunity to work with Department of Family Medicine faculty in the Midwestern University Multispecialty Clinic on campus during one of these rotations. Third year rotations consist of office-based, hospitalist-based, and residency-based rotation opportunities.

Department of Integrated Medicine

The Department of Integrated Medicine consists of three disciplines: Emergency Medicine, Human Behavior/Psychiatry, and Radiology. Human Behavior and Psychopharmacology courses are offered in the first two years, as well as an introduction to Radiology. Integration of osteopathic principles occurs in each of the courses offered during the four-year curriculum. Faculty regularly observe, debrief, and grade OSCE experiences throughout the four year curriculum. During third year clinical rotations, the department manages the core clinical clerkship in Psychiatry, and faculty provide small group lectures. Students are also provided an opportunity to experience Emergency Medicine as an elective in third-year and as a core rotation in fourth year. A Radiology elective is offered during third and fourth years. Third year rotations consist of office-based, hospitalist-based, and residency-based rotation opportunities.

Department of Internal Medicine

The Department of Internal Medicine participates in the student's didactic undergraduate medical education throughout the four years at AZCOM. The first year involves instruction in patient care experiences, including instruction in history and physical examinations. Clinical cases are also introduced by the faculty in collaboration with the Department of Physiology during the first year to facilitate integration of clinical relevance to basic science concepts. Second-year students are given presentations in Cardiology,

Pulmonology, Neurology, Rheumatology, and Gastroenterology facilitated through the Introduction to Clinical Medicine (ICM) course. Faculty members collaborate with the Department of Microbiology in using clinical case correlates to demonstrate key principles as they relate to clinical care. Faculty participate in the Patient Care Experiences course with direct video monitoring of students, debriefing of their patient encounters, and SOAP note grading. Faculty also provide problem-oriented presentations prior to student participation in disease specific Observed Structured Clinical Exam (OSCE) experiences.

The department is responsible for the required core clinical clerkship rotations in Internal Medicine during the third year in both ward and preceptor based General Internal Medicine, Cardiology, and during the fourth year; Critical Care, and one rotation within a medical subspecialty. Third year rotations consist of office-based, hospitalist-based, and residency-based rotation opportunities. The department is also responsible for fourth year clinical elective rotations in Cardiology, Pulmonology, Gastroenterology, Oncology/Hematology, Rheumatology, Neurology, Allergy/Immunology, Infectious Disease, Nephrology, Endocrinology, and Geriatrics.

Department of Maternal and Child Health

The Department of Maternal and Child Health participates in the students' medical education during all four years at AZCOM through didactic lectures as well as hands-on skills workshops.

In the first year, the OB/GYN faculty assist the Department of Anatomy in pelvic anatomy and presentations and lectures. In the second year, the department faculty participate, lecture and assist the ICM courses on multiple aspects of women's health care. The department also offers an elective course for second year students who are interested in learning more about obstetrics and gynecology and is responsible for the required core clinical rotation in Obstetrics and Gynecology in the third year. A required pre-rotation component features intensive small groups where students participate in hands-on, skill-based workshops involving case presentation and simulation. The skills development workshop consists of a simulation delivery with an interactive birthing simulator that mimics a true labor and delivery experience, followed by a hands-on vaginal delivery with a birthing model, and concluding with a review of suturing skills.

The pediatric faculty teach, lecture and participate in workshops for Introduction to Clinical Medicine as well as Patient Care Experiences. The department manages all third and fourth year pediatric rotations. Third year rotations consist of office-based, hospitalist-based, and residency-based rotation opportunities. There are also rural pediatric office rotations within and outside of the state of Arizona for

interested students. Fourth year rotations provide opportunities for electives in pediatric subspecialties such as Pediatric Gastroenterology, Pediatric Cardiology, and Neonatology in the Intensive Care Unit.

Department of Microbiology and Immunology

Through a comprehensive presentation of medical microbiology and immunology, the student is introduced to the fundamental characteristics of pathogenic microorganisms and immune mechanisms. Using an organ-system approach, students receive the information necessary for an understanding of the factors that make microbes pathogenic. Pertinent information for various diseases includes the etiology, epidemiology, clinical manifestations, diagnostic procedures, and necessary methods for prevention and control. A separate course in immunology explores the immune system. The roles of cells and molecules in the protection of the human host as well as their roles in immunologically mediated disorders are explored. Insight into the mechanisms that provide effective defense from infection and malignancy is emphasized.

Department of Osteopathic Manipulative Medicine

The Osteopathic Manipulative Medicine (OMM) curriculum is divided into the development of psychomotor skills and the didactic study of osteopathic principles and theory. Sessions are weekly in the first and second years of medical education. During third and fourth year clinical rotations, AZCOM students continue their osteopathic education through Midwestern University Osteopathic Postdoctoral Training Institute (OPTI) lectures at OPTI partner sites, didactic lectures delivered at key hospitals in the rotation regions and on campus by AZCOM OMM Faculty Members. The Department of OMM offers an OMM Student Scholarship Program. This program offers an opportunity for students to enhance their knowledge of OMM and participate in teaching in the department. Their two years of clinical education expands to three calendar years. The OMM Scholar holds specific responsibilities within the OMM Department in addition to his/her regular academic requirements. During the scholarship period, the OMM Scholar becomes a vital part of the department. Included are unique opportunities in Advanced Osteopathic Education, Osteopathic Teaching, Leadership Development, Research, and Community Service. The department supports a Neuromusculoskeletal Medicine Plus One Resident program at the Midwestern University Multispecialty Clinic through the Midwestern University OPTI.

Department of Pathology

Under the tutelage of experienced physicians, specialty board certified in anatomic and clinical pathology, the department's mission is to transition students from the basic sciences learned in their first year into young doctors that can

understand the mechanisms and manifestations of disease in a given patient, make a prompt and accurate diagnosis, and understand the pathophysiologic alterations that are targeted for treatment. Three semesters are taught throughout the second year. We begin with general pathology in the fall semester, and move into specific organ systems later in the year. Teaching is primarily lecture based with comprehensive coverage of the full spectrum of afflictions affecting patients. Emphasis is placed on early clinical recognition from patient history and presenting signs and symptoms, as well as the selection of the appropriate laboratory and ancillary studies needed to make a definitive diagnosis. Rationale for surgical, pharmacologic and other medical interventions is presented. Liberal use of case studies in lectures and case-based examination questions incorporating clinical vignettes prepare students for their clinical rotations and for Level 1 of their COMLEX-USA examinations.

Department of Pharmacology

The science of Pharmacology deals with properties and effects of drugs and, in a more general sense, with the interactions between chemical compounds and living systems. Medical pharmacology focuses on the mechanisms of action, toxicities, and therapeutic uses of biologically active substances in humans. Pharmacologic knowledge per se is valueless unless healthcare professionals can apply the information in their daily practice of medicine. Physicians must be able to utilize pharmacology not only to treat but also to prevent disease. At AZCOM, medical students are shown the correlation between pharmacology and related medical sciences, taught how to interpret the actions and uses of major classes of drugs, and instructed in the applications of pharmacodynamics to therapeutics.

Department of Physiology

The Department of Physiology offers courses that provide a comprehensive understanding of the functions of human organs and organ systems, as well as a sound basis for comprehending the adaptations and functional transitions that occur in disease. Mastery of physiologic concepts and problem-based learning are emphasized to provide a foundation that is conducive to the development of diagnostic skills. In addition to conventional didactic instruction, small group clinical case discussion sessions and workshops are used to promote critical thinking, problem solving, and application of physiologic concepts and principles to clinically relevant problems.

Department of Postdoctoral Education

The Department of Postdoctoral Education works to further the continuum of osteopathic medical education between the predoctoral and postdoctoral years by working with the Midwestern University Osteopathic Postdoctoral Institute (MWU/OPTI). Activities include curriculum development,

research activities and OMM integration for associated residencies. Didactic lectures, simulation, faculty development and research mentorship are provided to facilitate education of residents and students at MWU/OPTI postdoctoral education sites by AZCOM faculty working with MWU/OPTI on-site faculty. Curriculum, focusing on research training, OMM/OPP and Clinical Allergy and Immunology, have been developed and presented at residency sites, in-person, and through videoconferencing by AZCOM and MWU/OPTI faculty. Basic science and clinical specialty lectures in topics such as Psychiatry and Rheumatology are presented at our residency sites.

Department of Surgery and Anesthesia

The Department of Surgery and Anesthesia participates in didactic teaching throughout the four years of medical school by teaching, lecturing, and participating in workshops. In the second year, the department offers a skills-based surgery elective. Several small group open forums are offered to interested second year students to provide information on how best to proceed in choosing rotations that will optimally prepare them for their pursuit of a residency in Surgery or Anesthesia. The department is responsible for the required core clinical rotation during the third year in General Surgery. Using both preceptor-based and ward-based clinical settings, this rotation helps the student transition from the classroom to the clinical environment by exposing the student to various aspects of patients in a General Surgery practice. Prior to the core General Surgery rotation, each student participates in a required skills-based workshop that maximize the student's learning potential and successful completion of the core surgery rotation. The hands-on skills lab consists of five separate stations including airway management; scrubbing, gowning, gloving and operating room etiquette; surgical documentation and chart review for patient management; wound closure principles and techniques; and an OMM station covering the diagnosis and treatment for common postoperative surgical problems. During the rotation, students are required to meet with department faculty in a small-group setting to formally present an interesting case in which they have participated during the rotation. During the fourth year, the department oversees elective surgical rotations including, Anesthesia, Burns, Colorectal, Neurological Surgery, Ophthalmology, Orthopedic Surgery, Otolaryngology, Plastic and Reconstructive Surgery, Thoracic/Cardiovascular Surgery, Transplant Surgery, Trauma Surgery, Urology, and Vascular Surgery. Together with the Department of Internal Medicine, the department also coordinates a Surgical Intensive Care Unit (SICU) Core clinical rotation.

COURSE DESCRIPTIONS OVERVIEW

Prerequisites for courses may be established by the department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed within the course description in the catalog. Unless otherwise stated in the course descriptions below, courses have no prerequisites.

On a case-by-case basis, prerequisites may be waived upon approval of the Department Chair of the department that delivers the course.

ANATG 1510 Gross Anatomy I

Students study the human body in a regional manner with sequential examination of the back, upper extremity, thorax and abdominal regions, and associated body wall structures. Included in the dissection of each region are the musculoskeletal, vascular, nervous and lymphatic components, relevant surface anatomy, and imaging. The lectures and laboratory-based dissection workshops are coordinated with ANATG 1520 and HISTG 1511 to provide an overall anatomic view of each region. Course uses a lecture-based format and student dissection of cadavers. Student progress is evaluated through written and practical examinations. Offered in Preclinical Block, fall quarter. 5 credits

Prerequisites: No prerequisite course required.

ANATG 1514 Embryology Fall/Winter

Student study the structure of developing tissues and organs and learn the sequence of major developmental events that form the adult anatomy. The lectures are coordinated with ANATG 1510 and 1520, and HISTG 1514 to provide an overall anatomic view of each region. Course uses a lecture-based format. Offered in Preclinical Block 1, fall and winter quarters. 1.5 credits

ANATG 1520 Gross Anatomy II

In this portion of the Gross Anatomy course, students continue their regional study of the body by examining the pelvic region, lower extremity, and then finishing with the head and neck. Regional coordination with the Embryology and Histology course continues. This course also involves lecture and laboratory-based dissection workshops. Student progress is evaluated through examinations with written and practical portions. Offered in Preclinical Block, winter quarter. 5 credits

Prerequisites: No prerequisite course is required.

BIOCG 1522 Biochemistry II Winter

Course modules feature human nutrition emphasizing importance of nutrition in health and preventive medicine; human genetics emphasizing inheritance of selected genetic disorders; various types of anemia focusing on biochemical and hemostasis and its related topics. Workshops introduce the biochemical basis of exercising muscle, myocardial infarction, obesity, common clinical laboratory tests and/or illustrate clinical applications of biochemical concepts. Selected workshops feature a modified problem-based learning environment. Offered in Preclinical Block, winter quarter.

4 credits

CARDG 1701 Cardiology Rotation

This third year, four-week rotation is designed to provide the student with a fundamental knowledge of Cardiology and to introduce students to basic procedures relevant to the practice of Cardiology. Both ambulatory and inpatient settings are utilized to expose the student to various aspects of the management of patients in a Cardiology practice. Rotation experiences include reading, lectures, seminars, small group sessions, patient care management, and a post-rotation examination.

6 credits

CLMDG 1631 Introduction to Radiology Spring

Presented in the spring quarter of the second year, this course provides clinical lectures to prepare students to recognize and understand the utilization of common imaging procedures. Offered in Preclinical Block, spring quarter.

1 credit

CLMDG 1700 Introduction to Clerkship Spring

Introduction to Clerkship is presented in the spring quarter of the second year, and has as its objective to prepare students to start their clinical clerkship rotations. It is comprised of the following components: 1) Large group lectures on administrative and clinical academic topics relevant to the beginning of clinical rotations. 2) Observed Objective structured clinical examinations (OSCEs) which are conducted to evaluate and improve student's history and physical examination skills and documentation writing skills (SOAP notes) prior to beginning clinical rotations. 3) Departments of Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, and Surgery and Anesthesia lectures, group discussions, skills laboratories and/or workshops. 4) ACLS and BLS. 5) LawRoom course modules. Offered in Preclinical Block, spring quarter.

2 credits

CLMDG 1701 Osteopathic Clinical Medicine-Third Year Didactics

Course includes: 1) Objective structured clinical examinations (OSCEs) to evaluate student's history and physical examination and SOAP note writing skills; 2) Large group lectures on administrative and clinical academic topics; 3) OMM, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, and Surgery and Anesthesia lectures, group discussions, skills laboratories and workshops; 4) At end of third year, a series of OSCEs are graded on skills in: history and physical, interpersonal and communication, written documentation/SOAP notes. OSCEs are structured to mirror COMLEX-USA Level 2PE which students must pass to graduate. Must pass OSCEs to progress to OMS IV year; and 5) At the end of third year, students must take a COMSAE Phase II examination and achieve a designated score to progress to OMS IV year.

5.5 credits

CLMDG 1801 Osteopathic Clinical Medicine - Fourth Year Didactics - A

Osteopathic Clinical Medicine, Didactics, Winter Quarter is composed of lectures, workshops, and hands-on osteopathic manipulative medical techniques as well as osteopathic practices and principles that support the fourth year curriculum. The course is presented over two quarters. The course is offered asynchronously with the exception of hands-on osteopathic skills labs. Student learning is assessed through quizzes after each session on Blackboard and via hands-on practical examinations.

1.2 credits

CLMDG 1802 Osteopathic Clinical Medicine - Fourth Year Didactics - B

Osteopathic Clinical Medicine, Didactics, is composed of lectures and workshops that support the fourth year curriculum. Course is presented over two quarters.

1.2 credits

CMEDG 1613 Patient Care Experience I Fall

Students transition from a screening history and physical examination of patients without a chief complaint to a problem-focused history and physical examination for patients with a chief complaint. Emphasis on: 1) Generating differential diagnoses; 2) Obtaining a problem-focused history; 3) Performing a problem-focused physical examination; 4) Oral presentation skills; 5) Obtaining medical histories on patients; and 6) Documentation. Will formulate diagnostic and treatment plans through interactive Objective Structured Clinical Examinations (OSCEs), and standardized patient exams. Individual OSCEs are designed to give students opportunity to conduct history and physical examinations on patients of various ages with different

presenting complaints. Offered in Preclinical Block, fall quarter.
1 credit

CMEDG 1624 Patient Care Experience II Winter

A continuation of CMEDG 1613 with two major teaching goals: 1) Provide experiences in how to perform female breast/pelvic examination and male genitourinary/prostate examination. 2) Continue to develop skills in performing a problem-focused history and physical examination in an Objective Structured Clinical Examination (OSCE) or standardized patient with a chief complaint. Emphasis on: 1) Generating differential diagnoses; 2) Obtaining a problem-focused history; 3) Performing a problem-focused physical exam; 4) Performing a problem-focused history and physical examination professionally with proper interpersonal skills; and 5) Developing an appropriate SOAP note. Offered in Preclinical Block, winter quarter.
1 credit

COREG 1560A Fall 1570A Winter, 1580A Spring IPEC One Health

The IPEC One Health course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.
Each course 0.5 credits

ELECG 1801 Elective Rotations

There are 24 weeks plus 4 weeks of electives during the fourth year. Students may designate four of those weeks as additional rotation, study, interview, or vacation time. Elective rotations must be done in four week blocks. Students can petition the respective Department Chair to be allowed to split an elective into two 2-week blocks. Students may request to do electives in basic science or clinical research. Additionally, one 4-week elective can be used for an international rotation. All electives must be approved by the appropriate Department Chair. Additional policies regarding electives are provided in the Department of Clinical Education Policy Manual.
36 credits

EMEDG 1801 Emergency Medicine Rotation

This fourth year rotation consists of four weeks of adult emergency department experiences, and exposes the student to various aspects of managing patients in an emergency department setting. This rotation emphasizes diagnostic skills, ability to prioritize patient care and different views of problems that are usually seen only in the hospital emergency department setting. There is a standardized post-rotation examination at the conclusion of this rotation.
6 credits

FMEDG 1531 Public Health, Medical Ethics and Jurisprudence Spring

The course covers topics and aspects of care necessary for the practice of evidence-based medicine, community medicine, and the provision of compassionate and humane patient care in accordance with law. Topics include an overview of the U.S. health system, epidemiologic study design and biostatistical methods, as well as the legal and ethical aspects of life and death, medical malpractice, professionalism, medical record documentation and patient privacy. Instruction is provided by epidemiologists, biomedical ethicists, attorneys, state medical board representatives, and other qualified topic experts. Offered in Preclinical Block, spring quarter.
2 credits

FMEDG 1701 Family Medicine Rotation I

The Family Medicine I rotation consists of a four week experience in third year, which is primarily preceptor-based, but may include both ambulatory and inpatient settings, some of which include residency-based opportunities. This service should expose the student to various aspects of the diagnosis and management of patients in a Family Medicine practice, including the incorporation of osteopathic principles and OMM. This experience is supplemented by small group tutorials, online cases and reading objectives. There is a national standardized post-rotation examination at the conclusion of this rotation.
6 credits

FMEDG 1702 Family Medicine Rotation II

The Family Medicine II rotation consists of a four week experience in third year, primarily preceptor-based, but may include both ambulatory and inpatient settings. This service should expose the student to various aspects of the diagnosis and management of patients in a Family Medicine practice, including the incorporation of osteopathic principles and OMM. This experience is supplemented by small group tutorials, online cases and reading objectives. There is a national standardized post-rotation examination at the conclusion of this rotation.
6 credits

FMEDG 1703 Third Year Elective

Students may arrange for a third year elective rotation at established Midwestern University/AZCOM rotation sites. Any out-of-state site must be approved by the appropriate Department Chair. Rotations are subject to the current Department of Clinical Education Rotation Training Policy Manual. Rotations may be done in any department-approved specialty. No rotations with family members are permitted. There is no examination for this rotation.

6 credits

HISTG 1514 Histology

Students study the structure of the cell and the distinguishing morphologic characteristics of the four tissue types: epithelium, connective, muscle and nervous. This is followed by a microscopic examination of integument, circulatory, respiratory, gastrointestinal, and urogenital systems, as well as the musculoskeletal and endocrine systems, and structures associated with the oral cavity, pharynx, and larynx. The lectures are coordinated with ANATG 1510, ANATG 1514 and ANATG 1520 to provide an overall anatomic view of each region. Course uses a lecture-based format. Student progress is evaluated through written examinations that contain some image-based questions. Offered in Preclinical Block, fall and winter quarters.

5 credits

ICMDG 1511 Introduction to Clinical Medicine I Fall

Introduction to Clinical Medicine I presents basic history and physical exam skills and provides workshop experiences. Normal and abnormal findings are illustrated through clinical cases. The development of clinical reasoning skills is emphasized. Students will learn how to take a complete history from a patient and practice the skill of patient presentation. Students will be taught the components of physician documentation and will practice patient care documentation multiple times through the course. Training is enhanced by guest lecturers, and history and physical experiences. Offered in Preclinical Block, fall quarter.

3 credits

ICMDG 1522 Introduction to Clinical Medicine II Winter

Introduction to Clinical Medicine II presents basic history and physical exam skills and provides workshop experiences. Normal and abnormal findings are illustrated through clinical cases. The development of clinical reasoning skills is emphasized. Students will be taught the components of physician documentation and will practice patient care documentation multiple times through the course. Training is enhanced by guest lecturers, blood draw and injection labs, and history and physical experiences. Offered in Preclinical Block, winter quarter.

2.5 credits

ICMDG 1533 Introduction to Clinical Medicine III Spring

Introduction to Clinical Medicine III presents basic history and physical exam skills and provides laboratory experiences. Normal and abnormal findings are illustrated through clinical cases. The development of clinical reasoning skills is emphasized. Students will be taught the components of physician documentation and will practice patient care documentation multiple times through the course. Training is enhanced by standardized patients, guest lecturers, and history and physical experiences. Offered in Preclinical Block, spring quarter.

3 credits

ICMDG 1614 Introduction to Clinical Medicine IV Fall

ICM IV is a case-based curriculum. Each week, a new case is presented, and students must obtain a history and physical examination on the patient. Students work in groups to determine problem lists, differentials and treatment plans. Students write SOAP notes and prescriptions based on their clinical case. An in-depth discussion of the case is provided by the faculty the following week. Afternoon sessions of this course provide further clinical correlations in either workshop or lecture format, with a strong focus on the pulmonary and cardiovascular systems. Evidence-based medicine, study design, and biostatistics are introduced. Offered in Preclinical Block, fall quarter.

5 credits

ICMDG 1625 Introduction to Clinical Medicine V Winter

ICM V is a case-based curriculum. Each week, a new case is presented, and students must obtain a history and physical examination on the patient. Students work in groups to determine problem lists, differentials and treatment plans, and write SOAP notes, prescriptions, admission notes, and admission orders. An in-depth discussion of the case is provided by the faculty the following week. Afternoon sessions of this course provide further clinical correlations in either workshop or lecture format, with a strong focus on the gastrointestinal, renal, and genitourinary systems. More topics in evidence-based medicine and biostatistics are covered. Offered in Preclinical Block, winter quarter.

4.5 credits

ICMDG 1630 Introduction to Clinical Medicine VI Spring

ICM VI clinical lectures concentrate on topics to ready the student for rotations. In this case-based curriculum, students work in groups to determine problem lists, differential diagnoses, and initial treatment plans, and write notes, prescriptions, and admission orders. Use of an electronic medical record is encouraged. An in-depth discussion of the case is provided by the faculty the following week. Additional sessions of this course provide clinical correlations with a strong focus on the endocrine and dermatologic

systems, as well as obstetrics and gynecology. Offered in Preclinical Block, spring quarter.
3.5 credits

IMEDG 1701 General Internal Medicine Rotation I

General Internal Medicine Rotation I includes hospital residency-based training. Reading assignments, learning objectives, small group sessions, and lectures will supplement the clinical experience. There is a national standardized post-rotation examination at the conclusion of this rotation.
6 credits

IMEDG 1702 General Internal Medicine Rotation II

General Internal Medicine Rotation II includes hospital department-based training or ambulatory internal medicine. Reading assignments, learning objectives, small group sessions, and lectures will supplement the clinical experience. There is a national standardized post-rotation examination at the conclusion of this rotation.
6 credits

IMEDG 1803 Subspecialty Internal Medicine Rotation

During the fourth year, each student will participate in at least one 4-week medical sub-specialty rotation in a discipline of their choice. Appropriate subspecialties include, but are not limited to Cardiology, Gastroenterology, Hematology, Oncology, Rheumatology, Pulmonology, Neurology, Infectious Disease, Nephrology, Immunology, and Endocrinology. Rotation specific reading objectives supplement the clinical experience for each specialty.
6 credits

IMEDG 1804 Critical Care Rotation

Each fourth year student will participate in a 4-week Critical Care rotation. The objectives for this rotation include examining, studying and participating in the management of patients in the hospital critical care setting. The student will become familiar with many common and some uncommon presentations encountered by the critical care physician, and will observe and perform procedures indicated for each patient. Rotation experiences include reading, lectures, seminars, small group sessions, patient care management, and a post-rotation examination.
6 credits

IMEDG 1804S Surgical Intensive Care Unit Rotation (alt. choice)

In fourth year, students may request a 4-week Surgical Intensive Care Unit (SICU) Core Rotation as an alternative to a medical Critical Care Core Rotation. Students must be assigned by Department of Surgery and Anesthesia before scheduling. Objectives for rotation: examining, studying, and participating in management of surgical patients in a hospital

SICU setting. Students become familiar with many common and uncommon presentations encountered by surgeons and critical care physicians, and observe and perform procedures for each surgical patient. Students are responsible for all required Critical Care Core Rotation material and additional SICU material. Must pass the Critical Care Core Rotation exam and 15 additional SICU questions. Rotation experiences include reading, lectures, seminars, small group sessions, patient care management, and a post-rotation examination.
6 credits

MICRG 1531 Immunology Spring

This course uses a didactic approach for a comprehensive coverage of immunology. Students are presented with information pertinent to fundamental principles of immunology, the cells and cell products involved in host defense mechanisms, their origin, function, and their roles in health, infectious processes, and in immunologic disorders and deficiencies. Offered in Preclinical Block, spring quarter.
3 credits

MICRG 1611 Microbiology Fall/Winter

Covers basic morphologic, culture techniques, physiology, virulence determinants, and antigenic characteristics of microorganisms with special emphasis on factors pertinent to clinical medicine. Topics: principles of microbial genetics and chemotherapy; organ system approach to viral, bacterial, fungal, and parasitic agents of disease, and their biologic characteristics, natural history, public health importance, course of infection, and host interaction. Lab exercises and demonstrations help develop microbiologic skills applicable for clinical practice and acquaint students with available diagnostic lab tests and interpretation. Offered in Preclinical Block, fall and winter quarter.
10 credits

MPSYG 1511 Introduction to Human Behavior I Fall

This course begins with a course introduction, which includes philosophy, course goals and Audience Response System (ARS) instruction. Students will be introduced to the biopsychosocial model of psychiatry. The human life cycle is covered beginning with childhood and progressing through death. Topics covered during this term include genetics and the biology of brain function, defense mechanisms, learning theory, and psychological testing. Students will be introduced to child and adolescent psychopathology and neurocognitive disorders. Offered in Preclinical Block, fall quarter.
1 credit

MPSYG 1522 Introduction to Human Behavior II Winter
The second course begins with a discussion and illustration of how to perform a psychiatric evaluation and mental status examination. The major psychiatric disorders are introduced, based on DSM-5 classification and criteria. Emphasis is on recognition of clinical manifestations of psychiatric disorders. Offered in Preclinical Block, winter quarter.
1 credit

MPSYG 1533 Introduction to Human Behavior III Spring
This course will complete the review of the major psychiatric disorders. Ethics, cultural issues, professionalism, sexual disorders, personality disorders, and substance use disorders will be covered. Types of psychotherapies are introduced. Offered in Preclinical Block, spring quarter.
1 credit

MPSYG 1634 Psychopathology: Treatment of Behavior Disorders Spring
Course focuses on treatment of psychiatric disorders. The primary goal of course will be to develop a biopsychosocial treatment plan for various psychiatric disorders. Topics will include psychopharmacology, psychotherapies, and coordination of care. Course will continue to utilize the Audience Response System (ARS) system to encourage group participation and enhance critical thinking. Opportunities for student teaching will be available. Case and video presentation will be used to demonstrate various psychopathology. Offered in Preclinical Block, spring quarter.
1 credit

MPSYG 1701 Psychiatry Rotation
Four-week rotation designed to provide students direct contact with psychiatric patients. This facilitates the development of skills in diagnosis, treatment, and management of psychiatric disorders and enhances critical thinking and problem solving. Inpatient, outpatient, crisis intervention, and residency-based settings are utilized. There is a national standardized post-rotation examination at the conclusion of this rotation.
6 credits

NEURG 1531 Neuroscience Spring
Students study the anatomy of the nervous system and clinical correlations related to various pathways. Systems are studied in the following order: somatosensory, motor, visual, vestibular, auditory, limbic, hypothalamus, and autonomic nervous system. Course concludes with higher order functions related to cerebral cortex. Throughout course, the basic anatomy is presented in the context of neurological disorders that involve the system or pathway being studied.

Course uses a lecture-based format. Student progress is evaluated through written examinations that contain some image-based questions. Offered in Preclinical Block, spring quarter.
6.5 credits

OBYG 1701 Obstetrics/Gynecology Rotation
This third year, 4-week rotation is designed to provide the student with the fundamental knowledge base in obstetrics and gynecology (OB/GYN). The student will be introduced to basic procedures relevant to the practice of OB/GYN, to facilitate an understanding of the approach to clinical problem solving in OB/GYN, and promote acquisition of skills in the diagnosis, management, and prevention of common obstetrical and gynecological conditions. Rotation settings include both hospital residency-based and ambulatory center-based sites. There is a national standardized post-rotation examination at the conclusion of this rotation.
6 credits

OMEDG 1511 Osteopathic Medicine I Fall
Weekly one-hour lectures followed by three-hour laboratory sessions. Instruction begins with an orientation to the osteopathic profession including the distinctive contribution of the osteopathic profession to the delivery of health care. The laboratory sessions reinforce lecture content and identify and develop the practical skills needed to diagnose and treat patients. Early laboratory periods emphasize palpation, identification of anatomic landmarks, evaluation of motion, and evaluation of soft tissues. Diagnostic and manipulative treatment procedures are taught. Normal anatomy and physiology are emphasized. Students are evaluated by midterm and final written examinations and an Osteopathic Core Competency Assessment (OCCA). Offered in Preclinical Block, fall quarter.
2.5 credits

OMEDG 1522 Osteopathic Medicine II Winter
Weekly one-hour lectures followed by three-hour laboratory sessions. Laboratory sessions reinforce material presented in lectures and identify and develop the practical skills needed to diagnose and treat patients. Additional diagnostic procedures and manipulative treatment procedures will be taught in the laboratory. The course progresses into the pathophysiology of musculoskeletal system and structural-functional disturbances that can occur. Multiple classifications of technique are taught for clinical practice and to prepare for the national board examination. Students are evaluated by midterm and final written examinations and an OCCA. Offered in Preclinical Block, winter quarter.
2.5 credits

OMEDG 1533 Osteopathic Medicine III Spring

A weekly one-hour lecture followed by a three-hour laboratory session. Laboratory sessions are designed to reinforce material presented in lectures and to identify and develop the practical skills needed to diagnose and treat patients. Musculoskeletal findings and the somatic components of disease covering all organ systems are presented throughout the year. Students are evaluated by midterm and final written examinations and an OCCA. At the conclusion of the first year, the medical student is expected to demonstrate proficiency in diagnostic palpation and simple, basic manipulative procedures. Offered in Preclinical Block, spring quarter.

2.5 credits

OMEDG 1614 Osteopathic Medicine IV Fall

Weekly one-hour lectures followed by three-hour laboratory sessions. Laboratory sessions reinforce material presented in lectures. It also identifies and develops the practical skills needed to diagnose and treat patients. Additional diagnostic procedures and manipulative treatment procedures will be taught in the laboratory. The second year is an expansion and continuation of the previous year's work and the material is presented in the context of clinical problem solving. The sequence of material is coordinated with material presented in other second year courses. Students are evaluated by midterm and final written examinations and an OCCA. Offered in Preclinical Block, fall quarter.

2.5 credits

OMEDG 1625 Osteopathic Medicine V Winter

Weekly one-hour lectures followed by three-hour laboratory sessions. Laboratory sessions reinforce material presented in lectures and identifies and develops the practical skills needed to diagnose and treat patients. Additional diagnostic procedures and manipulative treatment procedures will be taught in the laboratory. The second year is an expansion and continuation of the previous year's work and material is presented in the context of clinical problem solving. The sequence of material is coordinated with material presented in other second year courses. Students are evaluated by midterm and final written examinations and an OCCA. Offered in Preclinical Block, winter quarter.

2.5 credits

OMEDG 1636 Osteopathic Medicine VI Spring

Weekly one-hour lectures followed by three-hour laboratory sessions. Laboratory sessions reinforce material presented in lectures, identify, and develop the practical skills needed to diagnose and treat patients. Additional diagnostic procedures and manipulative treatment procedures will be taught in the laboratory. The second year is an expansion and continuation of the previous year's work and material is presented in the

context of clinical problem solving. Students are evaluated by midterm and final written examinations and a national standardized exam and comprehensive OCCA. Offered in Preclinical Block, spring quarter.

2.5 credits

PATHG 1611 Pathology I Fall

Introduction to basic concepts of pathology stressing altered cellular, genetic, and molecular mechanisms, and attempts to convey the dynamic nature of processes involved. By focusing on the organism as a whole system, the discipline of pathology can provide a bridge for transition by showing the interrelationship between basic scientific principles and the practice of clinical medicine. This approach provides a complete, medical overview of the disease process in relation to its histological, functional, and structural changes. Students have an opportunity to develop necessary skills to interpret and use laboratory data in describing and recognizing various types of injury to cells, tissues, and organs. Offered in Preclinical Block, fall quarter.

6 credits

PATHG 1622 Pathology II Winter

Continuation of basic pathology; course identifies causes and mechanisms of disease as they relate to specific organ systems as well as stressing the need for the medical student to understand the pathophysiology of disease and its implications to both the patient and the physician. Emphasis is also placed on the dynamic process of the pathologic progression of changes, adaptive responses, and therapeutic modifications as well as discovering how all these changes produce the ultimate clinical manifestations of disease processes. Offered in Preclinical Block, winter quarter.

6 credits

PATHG 1633 Pathology III Spring

Continuation of basic pathology; course identifies causes and mechanisms of disease as they relate to specific organ systems as well as stressing the need for the medical student to understand the pathophysiology of disease and its implications to both the patient and the physician. Emphasis is also placed on the dynamic process of the pathologic progression of changes, adaptive responses, and therapeutic modifications as well as discovering how all these changes produce the ultimate clinical manifestations of disease processes. Offered in Preclinical Block, spring quarter.

5 credits

PEDIG 1701 Pediatric Rotation

Third year, 4-week rotation designed to introduce students to management of common pediatric conditions. Emphasis is placed on obtaining a pediatric history, performing physical examination, communicating with adult care givers,

formulating differential diagnoses, and selecting appropriate diagnostic studies where appropriate. Students should be able to differentiate between normal and abnormal findings, provide patient and family education, well child examinations and anticipatory guidance, and begin to develop a cost-effective management plan that incorporates necessary referrals. Rotation settings include both hospital residency-based and ambulatory--based sites. There is a national standardized post-rotation examination at the conclusion of this rotation.

6 credits

PHARG 1611 Pharmacology Fall/Winter/Spring

This is a 3-quarter course dealing with all aspects of Pharmacology. General principles, toxicology, autonomic and cardiovascular drugs are covered in the fall quarter (4 hours per week). Topics in winter quarter include central nervous system drugs, hormones, gastrointestinal, asthma and allergy drugs (4 hours per week). The spring quarter covers all aspects of chemotherapy of infectious disease and cancer. There is an emphasis on clinical pharmacology, problem solving, making therapeutic decisions, and evaluating the patient's response to pharmacotherapy. Offered in Preclinical Block, fall, winter and spring quarter.

11 credits

PHYSG 1521 Physiology I Winter

Course presents the biophysics, functional properties, regulation of membrane transport, excitable cells, skeletal muscle, cardiovascular and gastrointestinal systems. A discussion of circulatory fluid dynamics, peripheral vascular tone, blood pressure, and electrical and mechanical activity of the heart is included in the cardiovascular section of course. Small group case discussions and workshops facilitate development of critical thinking and problem-solving skills using basic physiologic concepts to understand the pathogenesis of signs and symptoms in specific case studies. Offered in Preclinical Block, winter quarter.

5.5 credits

PHYSG 1532 Physiology II Spring

Sequel to PHYSG 1521 that builds on physiologic foundations developed during preceding semester. Course covers function, mechanism of action, regulation, and integration of renal and respiratory systems that maintain body homeostasis through fluid, electrolyte and gas balance. The endocrine section of course presents function, mechanism of action, and regulation of specific hormones. Small group discussions will refine critical thinking and problem-solving skills as students identify physiologic and pathophysiologic mechanisms underlying the signs and symptoms described in pertinent clinical case studies.

Offered in Preclinical Block, spring quarter.

5.5 credits

RURLG 1701 Rural Medicine

This third year required rotation focuses on the unique challenges faced when caring for patients in a rural area. Students complete a 4-week rotation in an area and specialty assigned by the Clinical Education Department. Please refer to the Clinical Education Manual for more information on rural site availability. There is no post-rotation examination for this rotation.

6 credits

SURGG 1701 General Surgery Rotation

Rotation is designed to provide student with fundamental knowledge of surgery and introduce basic procedures relevant to practice of General Surgery. Residency, department and preceptor-based settings are offered. Students learn how to diagnose basic surgical diseases while acquiring basic technical skills needed to function efficiently and confidently in operative theaters, maximizing their learning experience. Students are required to attend Pre-Rotation Surgical Preparation (PRSP) skills lab prior to starting rotation. During rotation, will submit a case presentation to the department for review. Students must complete reading assignments and utilize computerized examination test review questions to prepare for Surgery Shelf Exam at completion of rotation. Final grade includes PRSP participation, quiz score, small group case presentation, rotation evaluation by preceptor, and a nationally standardized post-rotation examination.

6 credits

SURGG 1802 Subspecialty Surgery Rotation

Students in the fourth year of training will complete a 4-week subspecialty surgery rotation. Building on the skills learned in the third year general surgery rotation, students may choose from a variety of surgical subspecialties such as Anesthesia, Cardiovascular Surgery, ENT, Orthopedics, Plastic Surgery, Surgical Oncology, Trauma, Urology, or Vascular Surgery. There is no post-rotation exam for this course.

6 credits

MWU/OPTI: MIDWESTERN UNIVERSITY OSTEOPATHIC POSTDOCTORAL TRAINING INSTITUTION

Historical match rates to graduate medical education programs accredited by the American Osteopathic Association, Accreditation Council for Graduate Medical Education and the military can be found on the AZCOM

Fast Facts webpage at www.midwestern.edu/programs-and-admission/az-osteopathic-medicine.html

Through membership in the MWU/OPTI, AZCOM offers a continuity of osteopathic medical education from the first year of medical school to the final year of postdoctoral training. Internship, residency and fellowship programs cover a wide spectrum of medical specialties. Encompassing one of the nation's largest sets of postdoctoral programs dedicated to the osteopathic philosophy of medicine, the AZCOM and MWU/OPTI medical education continuum is broad reaching in scope, resulting in a multifaceted approach to graduate medical education that focuses on primary care. With unique predoctoral and postdoctoral teaching and training opportunities at some of the finest health care facilities in the Midwest and Southwest, as well as around the country, AZCOM and MWU/OPTI affiliated hospitals consistently lead the nation in terms of cutting-edge technology, treatment and care.

MWU/OPTI postdoctoral programs include residencies in primary disciplines, and fellowship programs in many subspecialties, and traditional internships. Programs follow the guidelines of, and receive accreditation from, the Bureau of Osteopathic Education of the American Osteopathic Association. The MWU OPTI received initial accreditation the Accreditation Council for Graduate Medical Education (ACGME) as an institutional sponsor effective July 1, 2015. AZCOM and the MWU/OPTI are now well positioned for the future as the Single Accreditation System in graduate medical education (now in progress) moves forward.

Residency or fellowship training is offered through the MWU/OPTI in the following disciplines:

Cardiology
Critical Care
Dermatology
Emergency Medicine
Family Medicine and Osteopathic Manipulative Medicine
Gastroenterology
General Surgery
Hematology/Oncology
Internal Medicine
Interventional Cardiology
Neuromuscular Medicine Plus One
Obstetrics/Gynecology
Orthopedic Surgery
Pulmonary Critical Care
Radiology, Diagnostic
Rheumatology
Urologic Surgery

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the College. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section of the catalog for additional policies that apply to all students at Midwestern University.

Academic Review & Progression

There are two Student Promotion and Graduation Committees, Preclinical and Clinical, comprised of medical school faculty who review the academic performance of students and assess students for promotion to the next academic year, or for graduation: Preclinical for the preclinical years, and Clinical for the clinical years.

Academic Surveillance, Warning and Probation

Good academic standing is achieved by maintaining a C or better average in all courses at all times. A student on academic warning or academic probation is not considered to be in good academic standing. To return to good academic standing, a student must pass the failed courses and incur no further failures.

Advanced standing is not granted for currently enrolled students. Full credit is granted for course work completed by students transferring from another institution for the purpose of completing their course of study at AZCOM.

Academic warning is issued by the Associate Dean for Academic Affairs of AZCOM when a student has <C/failed a course, or at any time during the academic year when a student has lower than a letter grade of C in a course. Academic warning represents notice that continued substandard academic performance may compromise the student's ability to pass one or more courses. Academic warning is not noted on the transcript. A student who has lower than a letter grade of C in a course is required to meet with the course director or course faculty to formulate a plan of action. A student who has lower than a letter grade of C in more than one course is required to meet with the Associate Dean for Academic Affairs to formulate a plan to achieve academic success. The student will seek assistance from Student Services for tutoring. Students on academic warning are discouraged from holding organizational offices.

Academic probation is defined as failure of 2 or more courses. Academic probation is issued by the Dean of AZCOM when

a student meets this criterion which represents notice that continued substandard academic performance may result in dismissal. When a student is placed on academic probation, it is noted in the student's permanent academic file. When a student passes the failed courses and returns to good academic standing, this is also noted in the student's file. Academic probation is not noted on the transcript. The student is encouraged to seek assistance from Student Services for tutoring. Students on academic probation are ineligible to hold student organization offices, or to participate in international rotations.

**Student Promotion and Graduation Committee,
Preclinical (Preclinical Promotions Committee)**

The Preclinical Promotions Committee is charged with maintaining standards of excellence in the academic preclinical courses. At a minimum, it meets after the conclusion of each academic quarter to assess the academic status of students with an academic failure, an incomplete, or an in-progress (IP) grade. The committee

assesses the progress of each student at the end of the academic year. Students who attain satisfactory academic and professional progress are promoted to the next academic year, provided all tuition and fees have been paid. Students who accumulate 2 or more failures in the preclinical block, and students in the Extended Study Program (ESP) who accumulate 1 or more failures in the pre-clinical block are required to meet with the Preclinical Promotions Committee. Students not in an extended study program who have 1 failure have the option to meet with the committee, but are not required to meet. Notification of the date, time, and place of the committee meeting is sent to the student by priority e-mail to their official MWU e-mail account, or by telephone, at least 48 hours in advance. Decisions of the committee are confidentially e-mailed to the affected student's official MWU e-mail account. The right to appeal a decision for dismissal or program extension exists and is described elsewhere in this catalog. Appeals must be filed in writing with the Dean of AZCOM within three working days following official notification of the committee decision.

Student Promotion and Graduation Committee, Preclinical and Clinical, Guidelines for Course and Rotation Failures*

| Clinical Rotation or Didactic Course | Usual Action* | Academic Status | Repeat Course Timing** | Action Following Remediation |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| All Passed | Promote or Graduate* | Good Standing | N/A | N/A |
| One course or rotation failure | Retake Course/Rotation, or ESP | Warning | Summer, ESP, or next available rotation replacement, as approved by the Department Chair | Pass: Promote Fail: Extended Study Program or Suspension |
| Two course or rotation failures (different quarters) | Retake Course/Rotation, or Extended Study Program | Warning or Probation | Summer, or next available rotation placement, as approved by the Department Chair | Pass: Promote Fail: Extended Study Program or Suspension |
| Two course or rotation failures (same quarter) | ESP | Probation | Next Academic Year | Pass: Promote Fail: Dismiss |
| Three course or rotation failures (over more than one academic year) | ESP | Probation | Next Academic Year | Pass: Promote Fail: Dismiss |
| Three course or rotation failures (same academic year) or four course or rotation failures (over more than one academic year) | Recommend Dismissal | | | |

* Action may be modified by the Student Promotion and Graduation Committee, Preclinical or Clinical.

** Course repeat schedule is at the discretion of the Student Promotion and Graduation Committee, Preclinical or Clinical.

Failures in elective courses carry the same weight as failures in core curriculum courses.

Withdrawal/Failing grade (W/F) may be considered a course failure by the Student Promotion and Graduation Committee, Preclinical or Clinical.

Student Promotion and Graduation Committees Guidelines for Course and Rotation Failures - Student on Extended Study Program ONLY*

| Course | Usual Action* | Academic Status | Repeat Course Timing** | Action Following Retake* |
|----------------------|------------------------|------------------|----------------------------------------------------------------------------------------------|--------------------------------|
| All Passed | Promote | -- | -- | -- |
| One failure | Retake course/Rotation | Academic Warning | Next Academic Year, or next available rotation placement as approved by the Department Chair | Fail: Dismiss Pass: Promote |
| Two or more failures | Recommend Dismissal | | | |

*Action may be modified by the Student Promotion and Graduation Committees.

**Course repeat schedule is at the discretion of the Student Promotion and Graduation Committees.

Failures in elective courses carry the same weight as failures in core curriculum courses.

Withdrawal/Failing grade (W/F) may be considered a course failure by the Student Promotion and Graduation Committees.

Student Promotion and Graduation Committee, Clinical (Clinical Promotions Committee)

The Clinical Promotions Committee meets, as needed, to review academic and professional progress of students in the third and fourth years. Students who attain satisfactory academic and professional progress are promoted to the next academic year, provided all tuition and fees have been paid. Students who accumulate one or more didactic course, or rotation failures, after the preclinical block, and students with identified academic deficiencies are required to meet with the committee. Notification of the date, time, and place of the committee meeting is sent to the student at least 48 hours in advance by priority e-mail to their official MWU e-mail account, or by telephone. Decisions of the committee are confidentially e-mailed to the affected student using his/her official MWU e-mail account. The right of appeal exists and is described elsewhere in this catalog. Appeals must be filed in writing with the Dean of AZCOM within three working days following official notification of the committee decision.

The Clinical Promotions Committee also recommends to the Faculty Senate for graduation those students who have successfully completed all curriculum requirements, who have passed COMLEX-USA Level 1 and COMLEX-USA Level 2 CE and PE of the National Board of Osteopathic Medical Examiners examinations, and who have paid all tuition and fees.

Appeal Process

Following notification of a decision by the Student Promotion and Graduation Committee, Preclinical or Clinical, a student may appeal the decision in writing within three working days to the Dean of AZCOM. The Dean may grant an appeal only if a student can demonstrate one of the following:

- Bias of one or more committee members
- Material information not available to the committee at the time of its initial decision
- Procedural error

During the appeal process, students must continue to attend classes.

Attending Off-Campus Meetings, Conferences, Events

Students interested in attending osteopathic conferences, lobby days, specialty-focused meetings, or any medically or educationally related presentation offered while classes are in session must submit a written request for an excused absence at least 45 days prior to the event date. In the case of students on clinical rotations, the request must be made at least 45 days prior to the start of the rotation during which the event will occur. The student must be in good academic standing and receive written approval from either the Associate Dean for Academic Affairs or the Associate Dean for Clinical

Education to attend the event. Students are advised to receive this approval prior to making travel arrangements. Any costs incurred due to a student being denied approval to attend an off-campus event are the sole responsibility of the student.

Clerkship Attendance Policy

Third and fourth year students must attend all clerkship rotations. The Department of Clinical Education establishes its own attendance requirements stated in the Rotation Manual. Attendance and on-call requirements for clinical rotations, as well as AZCOM scheduled events, take precedence over non-rotation events. Students must be sure that the requirements of each clinical rotation are understood and will be met prior to scheduling non-rotation events. An unapproved absence during a rotation may result in a failed grade for the rotation.

COMLEX-USA Exam Policy

Students must pass COMLEX-USA Level 1, COMLEX-USA Level 2 CE and COMLEX-USA Level 2 PE examinations to be eligible to graduate.

Historical first-time pass rates by AZCOM students and graduates for COMLEX-USA Levels 1, 2 CE, 2 PE, and 3 can be found on the AZCOM Fast Facts webpage at www.midwestern.edu/programs-and-admission/az-osteopathic-medicine.html

COMLEX-USA Eligibility

Students must successfully complete all OMS II course requirements, and meet requirements as established by the Office of the Dean, prior to being authorized to take COMLEX-USA Level 1. For those students authorized to take COMLEX-USA Level 1, the initial attempt to pass the examination must occur after the completion of OMS II course requirements and prior to starting OMS III clinical rotations. The initial attempt at COMLEX-USA Level 2 CE must occur within 90 days of completion of OMS III year, and the initial attempt at COMLEX-USA Level 2 PE must be taken by the date approved by the Office of the Dean.

Students will begin clinical rotations while awaiting results of their first examination attempts.

Students must pass the COMLEX-USA Level 1 examination requirements, and meet requirements as established by the Office of the Dean prior to taking COMLEX-USA Level 2 CE or Level 2 PE.

For both the COMLEX-USA Level 2 CE and Level 2 PE, the initial attempt at each examination must be completed as outlined by the Office of the Dean.

The United States Medical Licensing Examination (USMLE) is not a substitute for any component of the COMLEX-USA examination.

COMLEX-USA Level 1, COMLEX-USA Level 2 CE or COMLEX-USA Level 2 PE Failure

Any student who fails any level of the COMLEX-USA examination on the first attempt will be allowed to retake the examination with the permission of the Dean, according to the Student Promotion and Graduation Committee, Clinical, guidelines for COMLEX-USA failures. The student may complete the clinical rotation in which he/she is participating at the time of failure notice. The student will be assigned to a minimum one-month involuntary academic leave of absence to study for the next attempt. The student will return to a clinical rotation once he/she has taken the examination for the second time and is awaiting the results of the second examination attempt.

Any student who fails the COMLEX-USA examination a second time will be allowed to complete the clinical rotation in which he/she is participating at the time of failure notice.

The student must meet with the Clinical Student Promotion Committee prior to the student's third attempt at the exam to determine the most appropriate course of action using the guidelines for COMLEX-USA exam failures, including a suspension or dismissal. The Student Promotion and Graduation Committee, Clinical, guidelines for COMLEX-USA failure may include a mandatory academic leave of absence or dismissal.

If a student fails any level of the COMLEX-USA examination one or more times, all allowed repeat attempts for that level of examination must be completed within one year after the initial failure, or the student is subject to dismissal.

Dismissal is the usual course of action after the student has had three COMLEX-USA failures at the same examination level, or four total COMLEX-USA failures, from any examination level.

Student Promotion and Graduation Committee, Clinical, Guidelines for COMLEX-USA Failures*

| Exam | Usual Action* | Academic Status | Repeat Exam Timing** | Action Following Retake* |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|---------------------------|-------------------------------------------------|
| All Passed | Continue in program | Good standing | | |
| One COMLEX-USA failure (any of COMLEX-USA Level 1, COMLEX-USA Level 2 CE or COMLEX-USA Level 2 PE examinations) | Retake COMLEX-USA after study and remediation plan complete | Probation | Retake within four months | Pass: Continue in program Fail: See next row |
| Two COMLEX-USA failures (any combination of COMLEX-USA Level 1, COMLEX-USA Level 2 CE or COMLEX-USA Level 2 PE examinations) | In-person review course prior to re-take | Suspension *** until passing score received | Retake within five months | Pass: Continue in program Fail: See next row |
| Three COMLEX-USA failures (same COMLEX-USA Level examination) | Recommend Dismissal | | | |
| Four COMLEX-USA failures (any combination of COMLEX-USA Level 1, COMLEX-USA Level 2 CE or COMLEX-USA Level 2 PE) | Recommend Dismissal | | | |

*Action may be modified by the Student Promotion and Graduation Committee, Clinical.

**Exam repeat schedule is at the discretion of the Student Promotion and Graduation Committee, Clinical.

*** Suspension is noted on the student's transcript.

Course Prerequisites

Prerequisites for courses may be established by the department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed within the Course Description section of the catalog. On a case-by-case basis, prerequisites may be waived upon approval by the Department Chair of the department that delivers the course.

Course Withdrawal From One or More Courses

Please refer to the Midwestern University section of the catalog under Academic Policies, Withdrawal.

Criminal Background Check

AZCOM conducts prematriculation fingerprinting as required by Arizona state law. Affiliation agreements may require additional fingerprinting or background checks.

Disciplinary Warning/Probation

Disciplinary warning or probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 in the Student Handbook. Disciplinary warning or probation is not noted on transcript but is kept in the student's file. Disciplinary probation information may be shared with clinical sites that are affiliated with Midwestern University educational programs and are documented in the Medical Student Performance Evaluation (MSPE).

Dismissal

Matriculation in medical school is a privilege, not a right. Therefore, a student can be dismissed for any of the following reasons:

1. Failure to exhibit the personal and professional qualifications prerequisite to the practice of medicine, such as acts of dishonesty, including but not limited to falsification of patient records, verbal reports, or plagiarism.
2. Violation of MWU and AZCOM rules and regulations that have been stipulated to be grounds for dismissal
3. Failure to achieve minimum academic standards in courses, rotations, or COMLEX-USA policies
4. Falsification of admission records
5. Failure to meet and maintain technical standards
6. Irregular behavior during COMLEX-USA testing

Students who fail three or more courses in a single academic year, and Extended Study Program (ESP) students who accumulate two failures, usually receive a recommendation for dismissal. Students who receive four cumulative course failures during their enrollment at AZCOM, or who have failed any level of COMLEX-USA three times, or a total of four COMLEX-USA failures receive a recommendation for dismissal. The Student Promotions and Graduation Committee, Preclinical or Clinical, reserves the right to change its usual actions for reasons of additional consideration. All decisions of the Student Promotion and

Graduation Committee, Preclinical or Clinical, can be appealed to the Dean of AZCOM in accordance with policies found in this catalog.

Readmission After Dismissal for Poor Academic Performance

Students who have been dismissed due to poor academic performance and/or COMLEX-USA failures are not eligible for readmission to AZCOM.

Dual Degree Opportunities

Selected students who have demonstrated the capacity to successfully manage course work for their primary academic degree, may request to enroll in a second degree program.

This can be developed in three difference settings:

- Students who are enrolled in one of the Midwestern University (MWU) Master Degree programs and are accepted into a MWU doctoral degree program on the same campus may elect to complete the Master Degree already begun.
- Students who wish to pursue a Master Degree which is not offered at MWU (may include but not be limited to MPH, MBA, MEd) should investigate information about their desired program and set up an appointment to discuss with a Dean's Office representative. Students have a number of options for institutions offering such degrees in the metropolitan area.
- Students who wish to apply for a PhD program anywhere in the United States should investigate information about their desired program and set up an appointment to discuss with a Dean's Office representative. Typically, those entering a leave of absence to participate in a PhD program will do so between years 2 and 3 of the DO program and may not enter the PhD program until after successfully completing the COMLEX-USA Level 1 examination.

Extended Study Program (ESP)

Voluntary

Students have the option to request to voluntarily enter the Extended Study Program (ESP) program. Its purpose is to provide additional time to address personal and academic issues by creating a program of study that allows students to complete the first two years of the curriculum in three years. Students must petition the Dean of AZCOM to voluntarily become an ESP student no later than the completion of 50% of a quarter. Requests received after the fifth week are reviewed by the Dean and granted only for reasons of substantiated hardship or medical emergencies. Students who voluntarily enter ESP may be permitted to retake courses over the summer, at AZCOM or another approved institution, at the discretion of the Student Promotion and Graduation Committee, Preclinical.

Students will be assessed tuition for any additional years of instruction.

Academic

A student will be placed in the Extended Study Program (ESP) for academic reasons at the discretion of the Student Promotion and Graduation Committee, Preclinical, having jurisdiction over the student's academic progress. A student placed in ESP for academic reasons is automatically placed on academic probation and may not be returned to good academic standing until all failures are retaken and passed. If a student is placed in ESP, such action does not modify or limit the Student Promotion and Graduation (Preclinical) Committee's options for recommendation for dismissal. Thus, the student may be dismissed for academic reasons while in ESP.

Students who accumulate three failures in any single academic year, or two failures in a single quarter are placed immediately in the Extended Studies Program, or on academic suspension. The student is also placed on academic probation. He/She is required to retake failed courses during the regular academic year and is not eligible for summer retake courses at AZCOM, or any other medical school.

Students will be assessed tuition for any additional years of instruction while enrolled.

Grade Point Average

Courses are recorded in terms of quarter hour(s) of credit. Multiplication of the credits for a course by the numeric value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in those courses gives the grade point average. Grades reported as Pass (P), Withdrawal (W), or Withdrawal Failing (WF) are recorded on the student's permanent record but are not used in the calculation of the student's grade point average.

The student's session and cumulative grade point averages are computed and recorded by the Office of the Registrar. The grade point average is calculated at the end of each session and at the end of the academic year, and does not include grades or credits for audited courses, or courses with a grade of Withdrawal (W), Withdrawal Failing (WF), or Failed (F) courses that were later repeated. The grades for transfer courses required by the University or College (e.g. to remediate a failed course) are included in the grade point average (see Grade for Retaken Course, below). Other credits accepted for transfer are not included in the grade point average calculation.

Grade for Retaken Course

If a student receives a failing grade, that grade is recorded on the transcript as a letter grade (an "F" entry). Upon repetition of a failed course, the original grade of "F" remains on the

transcript, and the repeated course and new grade are entered on the transcript. The grade for a failed course repeated and passed at Midwestern University, or at an outside institution is recorded on the transcript as a grade of "C." For all failed clinical rotations at Midwestern University that are repeated and passed, a grade of "C" will be recorded on the transcript. For both preclinical coursework and clinical rotations that are repeated, the original failing grade will remain on the transcript but will not be included in the GPA calculations. If a repeated preclinical course or clinical rotation is failed, a grade of "F" is again recorded on the transcript. Students who fail a course a second time will be recommended for dismissal.

Grading System

Students receive letter grades corresponding to the level of achievement in each course, based on the results of examinations, required course work, and, as applicable, other established criteria. The letter grades, percent ranges, and quality points per credit are as follows:

| Grade | Percent (%) | Quality Points (per credit) | Comments |
|-------|-------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 93-100 | 4.000 | -- |
| A- | 90-92 | 3.670 | -- |
| B+ | 87-89 | 3.330 | -- |
| B | 83-86 | 3.000 | -- |
| B- | 80-82 | 2.670 | -- |
| C+ | 77-79 | 2.330 | -- |
| C | 70-76 | 2.000 | -- |
| F | <70 | 0.000 | -- |
| I | -- | 0.000 | An Incomplete grade may be assigned by a course director when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days from the end of finals for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade, with notice to the Registrar. If an incomplete grade remains beyond 10 days, it may be converted to a grade of "F," which signifies failure of the course. |
| IP | -- | 0.000 | In Progress grades may be assigned by a course director under certain circumstances (illness, family death, etc.) when incomplete work cannot be resolved within a 10-day period. An outstanding grade should not extend for more than one quarter with notification to the Registrar. |
| P | -- | 0.000 | A Pass designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of 'P' is counted toward credit hour accruals for graduation but is not counted in any GPA calculations. |
| W | -- | 0.000 | Withdrawal is given if the grade achieved up to the time of the withdrawal is >70% or >C. Withdrawal is not counted in the GPA calculation, and is not counted in credit hour accrual for graduation. |
| W/F | -- | 0.000 | A Withdrawal/Failing is given after 50% of a course is completed and the grade achieved up to the time of withdrawal is <70% or <C. Withdrawal/Failing is not counted in the GPA calculation, and is not counted in credit hour accrual for graduation. Withdrawal/Failing may be considered as a failure by the Preclinical or Clinical Promotions Committees. |
| AU | -- | 0.000 | This designation indicates an audited course, that is, a student registered for a course with the understanding that neither academic credit nor a grade is earned. The possibility does not exist to change the course status from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation. |
| PG | -- | 0.000 | The designation of PG indicates a pending grade. |

These grading scales apply to all courses unless otherwise noted in the course syllabus.

Immunization and Screening Policy

Full-time students enrolled in a program with a clinical component are required to follow the immunization and screening policy as outlined in the general screening policy section of the Student Handbook. Immunization requirements for AZCOM students are subject to current applicable state health department protocol and affiliated hospital rotation requirements. Students who do not follow the immunization and screening policy by the stated deadline may jeopardize their acceptance or continued enrollment in the College. If, at any time testing, attestation of disease-free state, or immunizations expire, students may be suspended until such time that they are in full compliance with this requirement.

Insurance Coverage Policy

Full-time students enrolled in a program with a clinical component are required to have medical and disability insurance coverage by a MWU-approved provider, or a comparable plan offered by an outside carrier of their choice as determined by the Office of Student Services. Proof of insurance must be provided annually. Students who do not follow this policy may jeopardize continued enrollment in the College.

Liaison Structure

Student/Faculty Liaison Committee, First and Second Years

These two committees consist of a faculty liaison who is involved in the first or second year curriculum and two students elected by the first and second year classes. The faculty liaison is appointed by the Dean of AZCOM, and each class elects student liaisons according to the guidelines stated in the current Student Handbook. The student liaisons and the faculty liaisons generally meet once a quarter to discuss questions the class may have regarding University policy, academic and nonacademic issues that relate to the teaching environment in the first and second years. The faculty liaison reports on meetings that have taken place at the Dean's Council meetings.

Student/Faculty Liaison Committee, Third and Fourth Years

This committee consists of the AZCOM Associate Dean for Clinical Education and other faculty members of the Department of Clinical Education. The president of the third and fourth year classes are the student representatives. The committee generally meets on an as-needed basis to discuss questions the class may have regarding University policy, academic and nonacademic issues that relate to the teaching environment in the third and fourth years. One of the faculty liaisons reports on meetings that have taken place at the Dean's Council meetings.

Dean's Council

The Dean's Council serves as a forum for communication between faculty, staff and student leaders. The faculty liaisons

from the Student/Faculty Liaison Committees are members of Dean's Council. Meetings are scheduled at the discretion of the Dean of AZCOM.

Promotion Policy

Students must meet all requirements for their class year in order to be promoted to the next class year.

Supervision of Medical Students by Physicians Only
While on clinical rotations, medical students must have direct, on-premises supervision by a physician (M.D. or D.O.) who is licensed to practice medicine in the state in which care is being provided. Students may not be supervised by other healthcare providers.

Any licensed physician, as defined above, who is designated as a teacher for AZCOM students is recognized to be a member of the extended faculty.

Unsatisfactory Evaluation in One or More Categories on Student Evaluation Form

When an unsatisfactory grade occurs in one or more categories on the evaluation form during a rotation, the student may be tracked for a period of three to twelve months based upon the overall preponderance of unsatisfactory marks. The number of tracking months will reflect the extent of unsatisfactory scores. Tracking will necessitate notification of all departments receiving the student during the tracking period and the notification will include the areas of deficiencies that have been recognized. A request will be made to each department for close monitoring and any necessary remediation to take place to correct the deficiencies.

FACULTY

AOA Code of Ethics

AZCOM faculty has adopted the Code of Ethics established by the American Osteopathic Association:

The American Osteopathic Association (AOA) has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the American Osteopathic Association 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. The physician shall divulge information only 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 who 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 handicap. In emergencies, a physician should make her/his services available.

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 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.

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 he is actually licensed on the basis of that degree in the state in which she/he practices. A physician shall designate her/his osteopathic school of practice 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.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care 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 osteopathic 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 current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

Section 15. 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 16. 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. (Approved July 2003)

Section 17. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

Section 18. 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.

ADMINISTRATIVE FACULTY

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Professor

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Professor

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COLLEGE OF PHARMACY-GLENDALE

MISSION

The mission of Midwestern University College of Pharmacy-Glendale is to prepare pharmacists who will provide exceptional patient care, participate in critical inquiry and scientific research, and advance public health and wellness.

VISION

To excel in pharmacy education.

CORE VALUES

Excellence

We work to achieve and maintain the highest standards in all our endeavors.

Integrity

We value honesty, ethical decision-making, and caring.

Professionalism

We encourage respect for others, accountability to our stakeholders, and responsibility for one's actions.

Service & Collaboration

We are committed to working with other academic, community, patient and professional organizations to foster collaboration for the improvement of the public health and society.

ACCREDITATION

Midwestern University College of Pharmacy-Glendale's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; Fax 866/228-2631, website www.acpe-accredit.org.

DEGREE DESCRIPTION

At the College, students pursue the Doctor of Pharmacy (Pharm.D.) degree. The Pharm.D. Program prepares the student for entry into the profession of pharmacy. The entire program requires a total of five years of coursework, the first two years at another college and the final three calendar years at the College of Pharmacy-Glendale (CPG). On a year-round basis students complete required courses emphasizing

the basic and pharmaceutical sciences, social and administrative sciences, pharmacy practice, elective professional courses, and clinical/experiential education. The curriculum is based on a sequential, professional year basis [i.e. students will progress, in order, through the First Professional Year (PS-1), Second Professional Year (PS-2), and Third Professional Year (PS-3) as outlined below]. Additional information on progression is found in Student Academic Policies.

Students will participate with interprofessional healthcare team members in the management of and health promotion for all patients. Students will learn and implement the Pharmacists' Patient Care Process to establish patient-pharmacist relationships and provide patient-centered care.

Students are required to complete one introductory community experience, one introductory institutional experience, and six advanced pharmacy practice experiences. One advanced pharmacy practice experience may be a non-patient care elective experience.

During their introductory experiences, students spend time in a community pharmacy setting developing the skills necessary to dispense prescriptions, provide patient information, acquire and store drugs, and keep accurate records. In the institutional setting, students will develop the skills necessary to distribute medications, prepare parenteral products, process drug information requests, and perform quality assurance audits. During their advanced patient care experiences, students work closely with clinical faculty to develop competencies in the areas of medication therapy management, pharmacotherapy, drug information and patient education. Students can also select an elective rotation that may or may not involve direct patient contact. All rotations place an emphasis on the development of problem solving, critical thinking, and communications skills in the delivery of patient-centered care.

At the conclusion of the Pharm.D. Program, all graduates will achieve the following outcomes:

- Demonstrate a scientific foundation as it relates to the pharmacy profession
- Manage patient healthcare through effective utilization of medication use systems

- Evaluate and implement patient-centered care
- Demonstrate personal and professional development characteristics as related to the pharmacy profession

ADMISSIONS

CPG considers for admission those applicants who possess the academic and professional promise necessary for development as outstanding members of the pharmacy profession. The admissions process is highly selective so applicants are strongly encouraged to apply early in the process as the majority of the class is expected to be filled by early January.

Evaluation of completed applications will begin in July and continue until all seats in the class are filled. This initial evaluation will determine which applicants are eligible for on-campus interviews, and a final evaluation will determine which applicants are eligible for acceptance. Multiple criteria are used to select the most qualified candidates in a competitive admissions environment in which the applicant pool exceeds the number of seats available. Grade point averages (GPAs), Pharmacy College Admission Test (PCAT) scores, letters of recommendation, professional preparedness and motivation, personal qualities, communication skills, teamwork skills, and decision-making skills will all be considered when applicant files are reviewed.

Admissions Requirements

Students seeking admission to CPG must submit the following documented evidence:

1. Completion of 62 semester hours or 90 quarter hours of nonremedial, prerequisite coursework from regionally accredited U.S. colleges or universities, or recognized postsecondary Canadian institutions that use English as its primary language of instruction and documentation.
 - Grades of C or better for prerequisite courses (not C-)
 - Preferred minimum cumulative GPA and science GPAs of 2.50 on a 4.00 scale.
2. Completion of prepharmacy coursework requirements by the end of spring semester or spring quarter prior to matriculation to CPG.
3. Direct submission of PCAT scores to PharmCAS (see Application Process and Deadlines).
 - Competitive test scores no more than 5 years prior to the planned enrollment year.
4. Demonstration of a people or service orientation through community service or extracurricular activities.
5. Motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer work, or other life experiences.
6. Oral and written communication skills necessary to interact with patients and colleagues.
7. Completion of the CPG on-campus interview process (by invitation only).

8. Passing the Midwestern University criminal background check.
9. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Prerequisite Courses

| Course(s) | Semester Hrs | Quarter Hrs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| English Composition | 6 | 9 |
| Biology with laboratory (for science majors) | 8 | 12 |
| Anatomy (human or vertebrate) | 3 | 4 |
| General Chemistry with laboratory (for science majors) | 8 | 12 |
| Organic Chemistry with laboratory (for science majors) | 8 | 12 |
| Physics (for science majors - <i>mechanics, heat, force, and motion must be included in the course</i>) | 3 | 4 |
| Calculus | 3 | 4 |
| Statistics | 3 | 4 |
| Speech (public speaking) | 3 | 4 |
| Economics (micro, macro, or general) | 3 | 4 |
| Social Sciences (divided among <i>psychology, sociology, anthropology, or political sciences</i>) | 6 | 9 |
| General Education (courses should be divided among <i>humanities, fine arts, foreign language, business, or computer sciences. Science, math, physical education and healthcare courses are NOT acceptable</i>) | 8 | 12 |
| Total Credit Hours | 62 | 90 |

Application Process and Deadlines

Applicants must submit a completed PharmCAS application by the stated PharmCAS deadline.

1. PharmCAS Application
Applicants must apply via the online PharmCAS application (www.pharmcas.org) which is available usually in June of the academic year preceding the year

in which applicants plan to matriculate. Please refer to the PharmCAS application instructions for specific details about completing PharmCAS applications, required documents, and processing time. Applicants who have taken coursework or earned degrees from foreign institutions must also submit to PharmCAS an evaluation of their transcripts from an approved foreign transcript evaluation service (see International Applicants).

The deadline for submitting the PharmCAS application is March 1st. In addition to the online application and application fee, applicants are strongly encouraged to forward official transcripts from all colleges and universities attended to PharmCAS by the March 1st date. PharmCAS will not consider applications complete and will not begin the verification process until all official transcripts have been received.

Due to the large number of applications and the limited number of seats available, students are encouraged to complete their PharmCAS applications early in the cycle. CPG will consider completed applications on a first-come, first-served basis until all seats are filled.

2. Pharmacy College Admissions Test (PCAT)

Applicants must arrange for sending scores directly from the PCAT to PharmCAS using PCAT code 104. CPG will only accept test scores received directly from PharmCAS (see Admission Requirements for more details). PCAT scores sent directly to the Office of Admissions will not be accepted. This exam is offered by Pearson Assessment, 800/622-3231 or www.pcatweb.info. The exam is typically offered four times per year. Only test scores earned no more than 5 years prior to the planned enrollment year are accepted.

Please Note: It is highly recommended that applicants take the July, September, October or November PCAT exam in the year prior to their planned matriculation. Please check with Pearson Assessment for more details regarding the exam dates.

3. Letters of Recommendation

Applicants must submit two letters of recommendation from two professionals directly to PharmCAS. CPG will only accept letters received directly from PharmCAS. It is preferred that one letter be written by a college professor who has actually taught the applicant or a prehealth advisory committee, science professor, or health professional who knows the applicant well. Please refer to the PharmCAS application instructions for specific guidelines and requirements for submitting letters of recommendation. The deadline for submission of the letters of recommendation is February 15th.

4. Completed Applications

All application materials, including the PharmCAS application, verification of transcripts by PharmCAS, PCAT scores (as reported to PharmCAS), and two letters

of recommendation (submitted to PharmCAS), must be received by the Office of Admissions on or before the deadline date of February 15th to be reviewed for potential entrance into the College.

Please Note: Applicants are responsible for tracking the receipt of their application materials and verifying the status of their applications on the University website. The Office of Admissions will send qualified applicants instructions for creating an account. Applicants must create and utilize their account to track and check their application status online. Applicants are also responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address:

Midwestern University
Office of Admissions
19555 North 59th Avenue
Glendale, AZ 85308
623/572-3215 or 888/247-9277
admissaz@midwestern.edu

Interview and Selection Process

The Director of Admissions and the Admissions Committee review applicant files when complete and use GPA and PCAT scores to determine applicant eligibility for interviews. Invitations are sent to eligible applicants for on-campus interviews, which are scheduled on a first-call, first-scheduled basis. No interviews will be granted until the application process is complete. Interview invitations typically extend from September through March.

During the interview process, applicants will meet with an interview panel that may consist of pharmacy faculty members, pharmacists, and pharmacy students. Panel members will evaluate professional motivation and preparedness, personal qualities, communication skills, and decision-making ability by rating applicants on a standardized evaluation scale. After reviewing the applicant's completed application and interview evaluation, the Admissions Committee recommends accepting, denying, or placing applicants on an alternate list. Recommendations are then forwarded to the Dean for final approval.

Applications to CPG are processed and reviewed during regular intervals in the admissions cycle until the class is filled.

The Pharm.D. Program at CPG is rigorous and challenging. The Admissions Committee will therefore assess the quality and rigor of the prepharmacy academic records presented by applicants. When assessing the prepharmacy academic records, the Admissions Committee will:

1. View applicants with cumulative and science grade point averages below 2.75 on a 4.00 scale with particular concern. Although 2.50 on a 4.00 scale is the preferred

minimum cumulative and science GPA for admission consideration, higher cumulative GPAs are more competitive and recommended.

2. Applicants with a PCAT composite below the 50th percentile or any one category below the 30th percentile are strongly advised to retake the exam. It is unlikely that applicants with a composite below the 50th percentile will be granted an interview.
3. View with concern applicants whose prepharmacy math and science coursework was completed longer than 10 years ago. More recent (within five years) prepharmacy math and science coursework is preferred.
4. Consider the reputations for quality and rigor of the institutions where applicants have taken coursework, the extent of completion of science prerequisites, the usual credit load carried per term, the difficulty level of previous coursework, and trends in the applicant's grades.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College.

The following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine motor movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. Candidates must be able to lift 20 lbs.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-

dimensional relationships and understand spatial relationships.

5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt, completion of all responsibilities and the development of mature, sensitive, and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean, will identify and discuss what accommodations, if any, the College would need to make that would allow the candidate to complete the curriculum. The College is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

After receiving either denial or end-of-cycle letters, applicants may reapply to CPG for the next enrollment cycle. Before reapplying, however, applicants should seek the advice of an admissions counselor. To initiate the reapplication process, applicants must submit new applications to PharmCAS. Applications are then processed by the standard application procedures.

Transfer Admission From Another Pharmacy School

CPG may accept transfer students from other ACPE-accredited pharmacy schools or colleges who are currently enrolled, are in good academic standing, and provide legitimate reasons for seeking transfer.

All requests for transfer information should be referred to the Office of the Dean where potential transfer applicants can receive counseling prior to receiving and submitting their applications.

Students requesting transfers must meet CPG's general requirements for admission. They must also submit the following documents by January 15th:

- A letter to the Director of Admissions indicating their reasons for requesting transfer and explaining any difficulties encountered at their current institutions;
- A completed CPG transfer application;
- Official transcripts from all schools attended—undergraduate, graduate, and professional;
- Catalogs and detailed pharmacy syllabi for any courses for which advanced standing consideration is requested;
- A letter from the Dean of the college of pharmacy in which the student is enrolled that describes their current academic status and terms of withdrawal or dismissal;
- One letter of recommendation from a faculty member at the current college of pharmacy;
- Additional documents or letters of recommendation as determined by the Director of Admissions or Dean.

The Office of Admissions will collect and forward student portfolios to the Office of the Dean for review. When reviews are positive, candidates will be invited for interviews. When transferring students are admitted and request advanced standing, the Office of the Dean will forward these student requests to the appropriate faculty. No advanced standing credit will be awarded for professional pharmacy coursework completed at a foreign college of pharmacy.

Readmission After Dismissal for Poor Academic Performance

Students dismissed for poor academic performance may reapply for admission to CPG if they:

- Seek academic counseling from the Office of the Dean prior to enrolling in the required advanced prepharmacy curriculum;
- Complete at least two semesters or three quarters of full-time study (i.e., at least 15 credit hours per semester or quarter) of a curriculum at the advanced prepharmacy level or higher at regionally accredited U. S. colleges or universities;
- Earn grades of at least C (not C-) in all courses taken;
- Maintain a cumulative GPA of 2.50 or better.

Students fulfilling these requirements will be permitted to reapply to the University and CPG. Students should obtain their applications from the Office of the Dean and not through PharmCAS. Completed readmission applications must be submitted by February 15th to the Office of the Dean. The completed application of reapplying PS-1 students will be forwarded to the Admissions Committee for review and recommendation. The completed application of a reapplying PS-2 or PS-3 student will be forwarded by the Office of the Dean to the Student Promotion and Graduation Committee for review and recommendations. The respective committees will review applications for evidence of improved academic potential. Committee recommendations are forwarded to the Dean for final action.

No guarantee of admission is implied, and questions related to advanced standing and similar issues will be addressed as they are for new applicants. Readmission will be granted only once.

Graduation Requirements

The degree Doctor of Pharmacy (Pharm.D.) is conferred upon candidates of good moral character who have completed all academic requirements, satisfied all financial obligations, and completed all graduation requirements. All graduating students are also required to attend the ceremony at which the degree is conferred, unless excused by the Dean.

Candidates for graduation must be of good moral character consistent with the requirements of the pharmacy profession and CPG faculty. It is the position of the faculty that anyone who uses, possesses, distributes, sells, or is under the influence of narcotics, dangerous drugs, or controlled substances, or who abuses alcohol or is involved in any conduct involving moral turpitude, fails to meet the ethical and moral requirements of the profession and may be dismissed from any program or denied the awarding of any degree from CPG.

To qualify for graduation, a student must have satisfied the following requirements:

- Successfully completed a minimum 90 quarter credit hours or 62 semester credit hours of prerequisite core basic science and general education course work, as stipulated, for full admission to the program;
- Successfully completed the 203 quarter credit hours of the program of professional and experiential coursework approved by the CPG faculty and Dean;
- Attained a cumulative grade point average of 2.00 (C) for all requisite professional and experiential coursework at CPG;
- Achieved a cumulative rotation grade point average for rotations of 2.00 or greater;
- Repeated, upon approval, and earned a passing grade for any required courses in the professional program for which a grade of "F" has been issued;
- Successfully completed, at a minimum, the last 4 didactic quarters and all experiential rotations at CPG;
- Been recommended for the degree by a majority vote of the CPG Student Promotion and Graduation Committee;
- Settled all financial accounts with the University;
- Complete all graduation clearance requirements as instructed by the Office of the Registrar.

Graduates are encouraged to attend the commencement ceremony and must notify the Dean in advance if they will be absent. Graduates are responsible for providing a permanent address to the Registrar so that official documents can be forwarded.

Licensure Requirements

Laws in all states, including the District of Columbia and Puerto Rico, require applicants for licensure to: 1) be of good moral character; 2) be 21 years of age (Arizona is an exception); 3) have graduated from a Doctor of Pharmacy degree program of an ACPE-accredited college or school of pharmacy; and 4) have passed two examinations given by the board of pharmacy. All states, the District of Columbia, Puerto Rico, and the Virgin Islands use the North American Pharmacy Licensure Examination (NAPLEX).

All jurisdictions require candidates for licensure to have a record of practical experience or internship training acquired under the supervision and instruction of a licensed practitioner. Some states, including Arizona accept the training completed during a formal academic program, e.g., CPG's Pharm.D. Program.

Publications concerning the NAPLEX licensure examination and internship experience are available from the National Association of Boards of Pharmacy, 1600 Feehanville Drive, Mount Prospect, IL 60056; 847/391-4406, www.nabp.pharmacy.

For further information regarding licensure, please contact the Office of the Dean.

CURRICULUM

CPG reserves the right to alter its curriculum however and whenever it deems appropriate.

Total Quarter Credits in the Professional Program: 203

First Professional Year:

Total Quarter Credit Hours Required: 68.5

Summer Quarter

| | | | |
|--------------|------|--------------------------------------|-------------|
| BIOCG | 1551 | Biochemistry | 3 |
| PHYSG | 1501 | Human Physiology 1 | 3 |
| PPRAG | 1501 | Professional Skills Development 1 | 3.5 |
| PPRAG | 1533 | Patient Decision Making | 3 |
| PPRAG | 1534 | Public Health and Disease Prevention | 2 |
| PPRAG | 1591 | Introduction to Pharmacy Practice | 1 |
| PSCIG | 1540 | Pharmaceutical Calculations | 2 |
| Total | | | 17.5 |

Fall Quarter

| | | | |
|-------|-------|------------------------------|-----|
| COREG | 1560C | Interprofessional Healthcare | 0.5 |
| MICRG | 1553 | Immunology | 3 |

| | | | |
|--------------|------|-----------------------------------------------------------|----------------|
| PHYSG | 1502 | Human Physiology 2 | 3 |
| PPRAG | 1502 | Professional Skills Development 2 | 3 |
| PPRAG | 1535 | Community Partnership in Public Health (1/2 of the class) | 1.5 |
| PPRAG | 1571 | Healthcare Systems | 3 |
| PSCIG | 1541 | Pharmaceutics 1 | 4 |
| Total | | | 16.5/18 |

Winter Quarter

| | | | |
|--------------|-------|-----------------------------------------------------------|----------------|
| BIOCG | 1552 | Molecular Biology and Human Genetics | 2 |
| COREG | 1570C | Interprofessional Healthcare | 0.5 |
| PHIDG | 1501 | Integrated Sequence 1 | 4 |
| PHIDG | 1502 | Integrated Sequence 2 | 4 |
| PPRAG | 1503 | Professional Skills Development 3 | 2 |
| PPRAG | 1535 | Community Partnership in Public Health (1/2 of the class) | 1.5 |
| PSCIG | 1542 | Pharmaceutics 2 | 4 |
| Total | | | 16.5/18 |

Spring Quarter

| | | | |
|--------------|-------|---------------------------------------|-------------|
| COREG | 1580C | Interprofessional Healthcare | 0.5 |
| MICRG | 1513 | Microbiology | 3 |
| PHIDG | 1503 | Integrated Sequence 3 | 4 |
| PPRAG | 1504 | Professional Skills Development 4 | 2.5 |
| PPRAG | 1524 | Pharmacy Law and Public Policy | 2.5 |
| PSCIG | 1564 | Pharmacokinetics and Biopharmaceutics | 4 |
| Total | | | 16.5 |

Second Professional Year:

Total Quarter Credit Hours Required: 65

Summer Quarter

| | | | |
|-------|------|---------------------------------------|---|
| PPRAG | 1694 | Introductory Community Experience | 6 |
| PPRAG | 1695 | Introductory Institutional Experience | 6 |

Total 12

| | | | | | | |
|--------------------------------------|------|--------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------|
| Fall Quarter | | | | PPRAG 1708 | Professional Skills Development 8 | 1.5 |
| PHIDG | 1604 | Integrated Sequence 4 | 4 | PPRAG 1737 | Disease State Management | 4.5 |
| PHIDG | 1605 | Integrated Sequence 5 | 4.5 | PPRAG 1776 | Management 2 | 2 |
| PPRAG | 1605 | Professional Skills Development 5 | 1.5 | | Electives | 3 |
| PPRAG | 1665 | Ethical Decision Making | 2 | Total | | 15.5 |
| PPRAG | 1672 | Research Methods & Epidemiology for Healthcare Professionals | 3 | Clinical Block Advanced Pharmacy Practice Experience Rotations: 36 weeks for a total of 54 qhrs. | | |
| PPRAG | 1677 | Advanced Interprofessional Development (1/3 of the class) | 1 | PPRAG 1791 | Advanced Community Pharmacy Practice Experience | 9 |
| | | Electives | 3 | PPRAG 1792 | Advanced Acute Care Pharmacy Practice Experience | 9 |
| Total | | | 18/19 | PPRAG 1793 | Advanced Ambulatory Care Pharmacy Practice Experience | 9 |
| Winter Quarter | | | | PPRAG 1794 | Advanced Health System Pharmacy Practice Experience | 9 |
| PHIDG | 1606 | Integrated Sequence 6 | 4.5 | PPRAG 1795 | Patient Care Elective Advanced Pharmacy Practice Experience | 9 |
| PHIDG | 1607 | Integrated Sequence 7 | 4.5 | PPRAG 1796 | Elective Advanced Pharmacy Practice Experience | 9 |
| PPRAG | 1606 | Professional Skills Development 6 | 1.5 | Total | | 54 |
| PPRAG | 1676 | Evidence-Based Healthcare | 3 | Students must complete a minimum of 12 hours of elective credit in the program at CPG. Elective course offerings may include the following: | | |
| PPRAG | 1677 | Advanced Interprofessional Development (1/3 of the class) | 1 | Professional Electives | | |
| | | Electives | 3 | IPECG 1401C | Patient Safety 1 | 1.5 |
| Total | | | 16.5/17.5 | IPECG 1402C | Patient Safety 2 | 1.5 |
| Spring Quarter | | | | IPECG 1403C | Patient Safety 3 | 1.5 |
| PHIDG | 1608 | Integrated Sequence 8 | 4.5 | ONEHG 1301C | One Health Grand Rounds | 2 |
| PHIDG | 1609 | Integrated Sequence 9 | 4 | PPRAG 1301 | Special Project/Research | 1.5 |
| PPRAG | 1607 | Professional Skills Development 7 | 1.5 | PPRAG 1302 | Special Project/Research | 3 |
| PPRAG | 1667 | Complementary and Alternative Medicine | 2 | PPRAG 1338 | Pharmacy-Based Health Screenings | 1.5 |
| PPRAG | 1675 | Management 1 | 2.5 | PPRAG 1339 | History of Pharmacy in the United States | 1.5 |
| PPRAG | 1677 | Advanced Interprofessional Development (1/3 of the class) | 1 | PPRAG 1346 | Diabetes: A Patient's Perspective | 1.5 |
| | | Electives | 3 | PPRAG 1348 | Personal Finance for the Healthcare Professional | 1.5 |
| Total | | | 17.5/18.5 | PPRAG 1349 | Medication Management in Hospice Patients | 1.5 |
| Third Professional Year: | | | | | | |
| Total Quarter Credit Hours Required: | | | 69.5 | | | |
| Summer Quarter | | | | | | |
| PPRAG | 1701 | Acute Care Management | 4.5 | | | |

| | | | | | | | |
|-------|------|----------------------------------------------------------|-----|-------|------|---------------------------------------------------------------|-----|
| PPRAG | 1411 | Pharmacological Management of Chronic Pain | 1.5 | PSCIG | 1347 | Pharmaceutical Formulation and Analysis | 1.5 |
| PPRAG | 1415 | Rare and Interesting Diseases | 1.5 | PSCIG | 1354 | Sterile Products | 1.5 |
| PPRAG | 1417 | Anticoagulation in Clinical Practice | 1.5 | PSCIG | 1356 | Nanopharmaceuticals | 1.5 |
| PPRAG | 1418 | Nuclear Pharmacy | 1.5 | PSCIG | 1357 | Introduction to Forensic Science for Healthcare Professionals | 1.5 |
| PPRAG | 1419 | Topics in Women's Health | 1.5 | PSCIG | 1358 | Pharmacogenomics | 1.5 |
| PPRAG | 1420 | Pharmacy Based Immunization Delivery | 2 | PSCIG | 1359 | Principles of Pharmacy Research Design and Problem Solving | 1.5 |
| PPRAG | 1421 | Dental Health and the Pharmacist | 1.5 | PSCIG | 1360 | Introduction to Drug, Biologics and Medical Device Regulation | 1.5 |
| PPRAG | 1424 | Trials and Tribulations | 1.5 | PSCIG | 1361 | Introduction to Toxicology | 1.5 |
| PPRAG | 1425 | Nutrition and Lifestyle Modification in Pharmacy | 1.5 | | | | |
| PPRAG | 1426 | Putting Your Best Residency Foot Forward | 1.5 | | | | |
| PPRAG | 1427 | Postmenopausal Women's Health | 1.5 | | | | |
| PPRAG | 1428 | Acute Care Cardiology | 3 | | | | |
| PPRAG | 1429 | Pharmacometrics | 1.5 | | | | |
| PPRAG | 1430 | Parenteral & Enteral Nutrition | 1.5 | | | | |
| PPRAG | 1431 | Book Club | 1.5 | | | | |
| PPRAG | 1432 | Advanced Communication with The Spanish Speaking Patient | 1.5 | | | | |
| PPRAG | 1433 | Introduction to Specialty Pharmacy | 1.5 | | | | |
| PPRAG | 1434 | Advanced Oncology Therapeutics | 1.5 | | | | |
| PPRAG | 1437 | Informatics | 1.5 | | | | |
| PPRAG | 1438 | Managed Care | 1.5 | | | | |
| PPRAG | 1439 | Pediatric Pharmacotherapy | 1.5 | | | | |
| PPRAG | 1440 | Advanced Research Methods: SPSS in Healthcare Research | 1.5 | | | | |
| PPRAG | 1441 | Medication Therapy Management | 1.5 | | | | |
| PSCIG | 1301 | Special Project/Research | 1.5 | | | | |
| PSCIG | 1302 | Special Project/Research | 3 | | | | |
| PSCIG | 1323 | Use and Abuse of Drugs | 1.5 | | | | |
| PSCIG | 1342 | Introduction to Classical Homeopathy | 1.5 | | | | |

Experiential Rotations

Students are required to complete one introductory community experience, one introductory institutional experience, and six advanced pharmacy practice experiences. One advanced pharmacy practice experience may be a non-patient care elective experience.

During their introductory experiences, students spend time in a community pharmacy setting developing the skills necessary to dispense prescriptions, provide patient information, acquire and store drugs, and keep accurate records. In the institutional setting, students will develop the skills necessary to distribute medications, prepare parenteral products, process drug information requests, and perform quality assurance audits. During their advanced patient care experiences, students work closely with clinical faculty to develop competencies in the areas of medication therapy management, pharmacotherapy, drug information and patient education. Students can also select an elective rotation that may or may not involve direct patient contact. All rotations place an emphasis on the development of problem solving, critical thinking, and communications skills in the delivery of patient-centered care.

At the conclusion of the Pharm.D. Program, all graduates will achieve the following outcomes:

- Demonstrate a scientific foundation as it relates to the pharmacy profession
- Manage patient healthcare through effective utilization of medication use systems
- Evaluate and implement patient-centered care
- Demonstrate personal and professional development characteristics as related to the pharmacy profession

DEPARTMENTS

Department of Pharmaceutical Sciences

The Department of Pharmaceutical Sciences (PSCI) includes several specialty areas that provide the student with a foundation of knowledge upon which the therapeutics of pharmacy practice will be understood. The specialty areas are taught throughout the curriculum in unique classes as well as in the integrated sequence courses that are threaded through the didactic portion of the curriculum. The specialty areas taught by the PSCI faculty include physiology, pathophysiology, pharmaceuticals/pharmacokinetics, medicinal chemistry, and pharmacology/toxicology. "The mission of the Department of Pharmaceutical Sciences is to empower students with the scientific foundation essential to the professional pharmacy curriculum. The department endeavors to contribute significantly to Midwestern University by excelling in scientific research and service both within and outside of the College."

Department of Pharmacy Practice

The Department of Pharmacy Practice comprises faculty who provide education in the social, administrative and clinical aspects of pharmacy practice, including patient care experiences. Required courses in the social and administrative science area include an introduction to career development and current pharmacy topics, a survey of the healthcare system, professional practice management, and pharmacy law and ethics. Required courses in the clinical science area include drug literature evaluation and the pharmacotherapeutics of prescription and non-prescription medications. A professional skills development sequence integrates the knowledge and skills from other courses including communications, prescription processing, and pharmaceutical care. Supervised practice experiences required during the program provide opportunities for students to apply knowledge acquired in didactic courses to life situations. The experiences are designed to promote the development of technical, cognitive, and decision-making skills that are necessary for the contemporary practice of pharmacy in a variety of practice environments. Various states apply these experiences to their state board of pharmacy internship requirements.

CORE COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

BIOCG 1551 Biochemistry

This course instills basic principles in biochemistry with particular emphasis on pharmaceutical applications. Lectures address acid/base chemistry, structure and function relationships of proteins, enzymes in biochemistry, and major pathways for protein, carbohydrate, and lipid metabolism,

and pertinent nutritional topics.
3 credits

BIOCG 1552 Molecular Biology and Human Genetics

This course instills basic principles in molecular biology and human genetics. Lectures address nucleic acid structure, the flow of information from DNA to protein, current techniques in DNA technology including gene therapy and pharmacogenetics, the molecular basis of cancer and several topics in clinical genetics. Emphasis is placed on the pharmaceutical applications of all topics addressed.

2 credits

Prerequisites: BIOCG 1551 Biochemistry

COREG 1560C, 1570C, 1580C Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.

Each course 0.5 credits

MICRG 1513 Microbiology

This survey course in basic and medical microbiology focuses on the more common pathogenic microorganisms that cause morbidity and mortality in humans. The pattern of discussion is uniform: etiology, epidemiology, pathogenesis and pathology, clinical manifestations, diagnosis and prevention.

3 credits

MICRG 1553 Immunology

This course presents basic aspects of the body's defense system. Initial lectures address cells and organs of the immune system, complement activation, antigen processing and presentation, and cytokines. Introductory lectures are tied together later in the course with discussions of inflammation and the body's response to infectious disease. The role of the immune system in the rejection of organ transplants, autoimmunity, hypersensitivity, cancer, and AIDS are also discussed in detail. Current advances in immunotherapy and immunoprophylaxis are emphasized.

3 credits

PHIDG 1501-1503, 1604-1609 Integrated Sequence 1-9

The Integrated Sequence is a series of nine sequential modules of varying lengths. Each module incorporates the principles of pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapeutics utilizing an organ systems approach.

Varied credits

- Prerequisites for PHIDG 1501 Integrated Sequence 1, 4 credits: PHYSG 1501 Human Physiology 1; PHYSG 1502 Human Physiology 2; BIOCG 1551 Biochemistry; MICRG 1553 Immunology; completion of or concurrent enrollment in PPRAG 1503 Professional Skills Development 3
- Prerequisites for PHIDG 1502 Integrated Sequence 2, 4 credits: PHIDG 1501 Integrated Sequence 1; completion of or concurrent enrollment in PPRAG 1503 Professional Skills Development 3
- Prerequisites for PHIDG 1503 Integrated Sequence 3, 4 credits: PHIDG 1502 Integrated Sequence 2; completion of or concurrent enrollment in PPRAG 1504 Professional Skills Development 4
- Prerequisites for PHIDG 1604 Integrated Sequence 4, 4 credits: PHIDG 1503 Integrated Sequence 3; completion of or concurrent enrollment in PPRAG 1605 Professional Skills Development 5
- Prerequisites for PHIDG 1605 Integrated Sequence 5, 4.5 credits: PHIDG 1604 Integrated Sequence 4; completion of or concurrent enrollment in PPRAG 1605 Professional Skills Development 5
- Prerequisites for PHIDG 1606 Integrated Sequence 6, 4.5 credits: PHIDG 1605 Integrated Sequence 5; completion of or concurrent enrollment in PPRAG 1606 Professional Skills Development 6
- Prerequisites for PHIDG 1607 Integrated Sequence 7, 4.5 credits: PHIDG 1606 Integrated Sequence 6; completion of or concurrent enrollment in PPRAG 1606 Professional Skills Development 6
- Prerequisites for PHIDG 1608 Integrated Sequence 8, 4.5 credits: PHIDG 1607 Integrated Sequence 7; completion of or concurrent enrollment in PPRAG 1607 Professional Skills Development 7
- Prerequisites for PHIDG 1609 Integrated Sequence 9, 4 credits: PHIDG 1608 Integrated Sequence 8; completion of or concurrent enrollment in PPRAG 1607 Professional Skills Development 7

PHYSG 1501 Human Physiology 1

This course provides the core knowledge of physiology required by students to understand normal body function and the ability to analyze and interpret the immediate and long-term compensatory responses to common disease states of excitable cells (muscle and nervous tissue), the sensory system, and the endocrine and reproductive systems. Basic and applied terms are defined. Essential relationships between structure and function are defined and discussed.

3 credits

PHYSG 1502 Human Physiology 2

This course provides core knowledge of physiology required by students of pharmacy in order to understand normal function and to acquire the ability to analyze and interpret the immediate and long-term compensatory responses to common disease states of the renal, cardiovascular, respiratory, and gastrointestinal systems. Basic and applied terms are defined. Essential relationships between structure and function are defined and discussed.

3 credits

PPRAG 1501-1504, 1605-1607, 1708 Professional Skills Development 1-8

These courses integrate the skills needed to fulfill the professional responsibilities of pharmacy practice as they relate to patient-centered care and the patient care process. Principles taught in this course and the co-requisite courses will be utilized to provide the contextual framework for the skills considered.

Varied credits

- Prerequisites for PPRAG 1501 Professional Skills Development 1, 3.5 credits: None
- Prerequisites for PPRAG 1502 Professional Skills Development 2, 3 credits: PPRAG 1501 Professional Skills Development 1
- Prerequisites for PPRAG 1503 Professional Skills Development 3, 2 credits: PPRAG 1502 Professional Skills Development 2; completion of or concurrent enrollment in PHIDG 1501 Integrated Sequence 1, PHIDG 1502 Integrated Sequence 2
- Prerequisites for PPRAG 1504 Professional Skills Development 4, 2.5 credits: PPRAG 1503 Professional Skills Development 3; completion of or concurrent enrollment in PHIDG 1503 Integrated Sequence 3
- Prerequisites for PPRAG 1605 Professional Skills Development 5, 1.5 credits: PPRAG 1504 Professional Skills Development 4; completion of or concurrent enrollment in PHIDG 1604 Integrated Sequence 4, PHIDG 1605 Integrated Sequence 5
- Prerequisites for PPRAG 1606 Professional Skills Development 6, 1.5 credits: PPRAG 1605 Professional Skills Development 5; completion of or concurrent enrollment in PHIDG 1606 Integrated Sequence 6, PHIDG 1607 Integrated Sequence 7
- Prerequisites for PPRAG 1607 Professional Skills Development 7, 1.5 credits: PPRAG 1606 Professional Skills Development 6; completion of or concurrent enrollment in PHIDG 1608 Integrated Sequence 8, PHIDG 1609 Integrated Sequence 9
- Prerequisites for PPRAG 1708 Professional Skills Development 8, 1.5 credits: PPRAG 1607 Professional Skills Development 7; completion of or concurrent enrollment in PPRAG 1701 Acute Care Management, PPRAG 1737 Disease State Management

PPRAG 1524 Pharmacy Law and Public Policy

This course presents principles of law and public policy as they relate to pharmacy practice under federal, state and local regulations. Topics include general rules and regulations governing pharmacy practice, controlled substances, Health Insurance Portability and Accountability Act (HIPAA), and public policy.

2.5 credits

PPRAG 1533 Patient Decision Making

This course introduces health belief models and theories, including the patient's perspective of health, illness, and patient-provider interactions, educational assessment, and consultation related to medication use. The main goal of this course is to help students understand and empathize with patients. The course emphasizes the patient instead of focusing upon the disease. Sociological and psychological implications of living with disease are discussed. Students learn to consider how the patient feels and how they can impact patient outcomes as healthcare professionals.

3 credits

PPRAG 1534 Public Health and Disease Prevention

This course focuses on key concepts pertaining to public health, with an emphasis on the roles that pharmacists can play in disease prevention and health promotion. Particular attention is placed on practical interventions that pharmacists can perform, including patient education and awareness activities, health screenings, disease prevention programs, and methods to promote lifestyle modification. Understanding public health issues also requires knowledge and input from diverse sectors including other health professions, social welfare, and education. In this course students will gain an understanding of the work of public health agencies at the national, state, and local levels. Public and preventive health are more than treating disease; they address the health of communities and populations and how to ensure that communities and populations are healthy.

2 credits

PPRAG 1535 Community Partnership in Public Health (1/2 of the class)

This course is a service-learning and population-based experience in which students participate in activities that connect individual and community needs by interacting with different community leaders, identifying individual/community needs and resources. This course places students in contact with social and public health agencies working within the community in order to address the needs of the population. This course consists of weekly community activities and several campus-based activities during the quarter.

1.5 credits

Prerequisites: PPRAG 1534 Public Health and Disease Prevention

PPRAG 1571 Healthcare Systems

An overview of the organization, delivery and financing of medical and pharmaceutical care in the U.S. Particular emphasis is placed on the interdependent roles of pharmacists with other healthcare providers, and the key organizations and institutions that are involved in delivering pharmaceutical care to patients. Historical perspective is provided where it contributes to an understanding of contemporary practice.

3 credits

PPRAG 1591 Introduction to Pharmacy Practice

This course provides the student with a brief history and evolution of the profession of pharmacy, with a focus on career opportunities for the present and future as the role of the pharmacist continues to change in the 21st century. Students complete a self-evaluation to help determine their primary interests in practice and interact with a number of practitioners from varied practice settings.

1 credit

PPRAG 1665 Ethical Decision Making

This course provides students with a guide to a lifelong pursuit of ethics in the practice of pharmacy. The course begins with a historical discussion of ethical concepts from Aristotle through modern writers and thinkers on the subject. Students are introduced to the process of ethical decision making through the use of tools, algorithms and decision trees. Students discuss questions confronting pharmacists and other healthcare professionals in today's environment.

2 credits

PPRAG 1667 Complementary and Alternative Medicine

This course is designed as a survey of complementary and alternative medicine. Students will be introduced to the theory and practice of some of the more popular complementary/alternative therapies (such as dietary supplements, acupuncture, traditional Chinese medicine, homeopathy, herbal medicine, etc). The course will include the use of complementary/alternative medicine associated with common disease states. Students will have the opportunity to research and present a complementary/alternative treatment to the class.

2 credits

Prerequisites: PPRAG 1504 Professional Skills Development 4; PPRAG 1676 Evidence-Based Healthcare

PPRAG 1672 Research Methods & Epidemiology for Healthcare Professionals

This course introduces students to statistics and research design. The course covers basic methodological concepts,

study designs, descriptive and inferential statistical techniques, computerized statistical testing resources, and data sources commonly used in published pharmaceutical and medical research. Basic epidemiological metrics and computations are presented as well as the development and evaluation of research protocols, survey research, database analyses, and clinical drug investigations.

3 credits

PPRAG 1675 Management 1

This is an introduction to management concepts, principles and techniques that are applied in contemporary pharmacy practice and healthcare administration. The course is organized into four broad areas of managerial activity and responsibility: financial management, marketing management, operations management with an emphasis on medication safety, and an introduction to pharmacoeconomics.

2.5 credits

PPRAG 1676 Evidence-Based Healthcare

In this course, students will learn and apply skills that will improve their ability to practice evidence-based healthcare (EBHC). Students were introduced to the steps of practicing EBHC and learned about Step 1 (identify a clinical question) and Step 2 (find relevant literature) of practicing EBHC in previous courses. The course focuses on Step 3 (critically evaluate literature) and Step 4 (apply information to patients).

3 credits

Prerequisites: PPRAG 1672 Research Methods & Epidemiology for Healthcare Professionals; PHIDG 1605 Integrated Sequence 5

PPRAG 1677 Advanced Interprofessional Development (1/3 of the class)

This experience focuses on developing advanced teamwork, communication and counseling skills among an interprofessional team of students. The course includes both in-class workshops and interprofessional team clinic sessions. Students will practice interprofessional teamwork skills with other healthcare professionals. Skills to be developed include conflict resolution, documentation, collaboration to improve the quality of patient care, shared therapeutic decision making, and direct patient care activities.

1 credit

Prerequisites: COREG 1580C Interdisciplinary Healthcare; PHIDG 1503 Integrated Sequence 3; PPRAG 1504 Professional Skills Development 4

PPRAG 1694 Introductory Community Experience

This experience provides an opportunity for students to participate in basic patient care and distribution services in a community or ambulatory care pharmacy practice setting.

Pharmacy students, under the supervision of adjunct clinical faculty, gain experience in community pharmacy practice including the areas of professional communications, drug information retrieval, patient counseling on prescription, and OTC medications, medication distribution, extemporaneous products, and application of federal and state pharmacy laws.

6 credits
Prerequisites: Passing grades in all PS-1 year didactic courses and an annual grade point average of 2.00 or above

PPRAG 1695 Introductory Institutional Experience

This experience provides an opportunity for students to participate in basic patient care and distribution services in an institutional pharmacy practice setting. Pharmacy students, under the supervision of adjunct clinical faculty, gain experience in institutional pharmacy practice including the areas of professional and patient communications, drug information retrieval, medication distribution systems, sterile product preparation, interprofessional activities, and application of federal and state pharmacy laws.

6 credits

Prerequisites: Passing grades in all PS-1 year didactic courses and an annual grade point average of 2.00 or above

PPRAG 1701 Acute Care Management

This course will integrate both the practice and patient care management of patients in the acute care (hospital and health-system) setting. Students will enhance their acute care knowledge through case-based lecture and clinical application in the corresponding Professional Skills Development course.

4.5 credits
Prerequisites: PHIDG 1609 Integrated Sequence 9; PPRAG 1607 Professional Skills Development 7; PPRAG 1676 Evidence-Based Healthcare; completion of or concurrent enrollment in PPRAG 1708 Professional Skills Development 8; completion of or concurrent enrollment in PPRAG 1737 Disease State Management

PPRAG 1737 Disease State Management

This course focuses on the skills necessary for pharmacist-directed management of common ambulatory medical conditions involving the cardiac, pulmonary, and endocrine systems. The course builds upon the fundamental information provided in the Integrated Sequence through the incorporation of disease prevention strategies and medication therapy management principles into complex patient casework.

4.5 credits

Prerequisites: PHIDG 1609 Integrated Sequence 9; PPRAG 1607 Professional Skills Development 7; PPRAG 1676 Evidence-Based Healthcare; completion of or concurrent enrollment in PPRAG 1708 Professional Skills Development 8; completion of or concurrent enrollment in PPRAG 1701 Acute Care Management

PPRAG 1776 Management 2

This course prepares students to engage in the classic functions of a human resource manager in the pharmacy practice setting including planning, organizing, decision making, staffing, leading or directing, communicating, motivating and evaluating.

2 credits

PPRAG 1791 Advanced Community Pharmacy Practice Experience

This course will build upon the foundation of the introductory pharmacy practice experiences provided in the PS-2 year and the didactic curriculum. Under preceptor supervision, the student participates in the required APPE community course.

9 credits

Prerequisites: Passing grades in all PS-2 and PS-3 courses and a cumulative grade point average for these courses of 2.00 or above

PPRAG 1792 Advanced Acute Care Pharmacy Practice Experience

This course will build upon the foundation of the introductory pharmacy practice experiences provided in the PS-2 year and the didactic curriculum. Under preceptor supervision, the student participates in the required APPE acute care course.

9 credits

Prerequisites: Passing grades in all PS-2 and PS-3 courses and a cumulative grade point average for these courses of 2.00 or above

PPRAG 1793 Advanced Ambulatory Care Pharmacy Practice Experience

This course will build upon the foundation of the introductory pharmacy practice experiences provided in the PS-2 year and the didactic curriculum. Under preceptor supervision, the student participates in the required APPE ambulatory care course.

9 credits

Prerequisites: Passing grades in all PS-2 and PS-3 courses and a cumulative grade point average for these courses of 2.00 or above

PPRAG 1794 Advanced Health System Pharmacy Practice Experience

This course will build upon the foundation of the introductory pharmacy practice experiences provided in the PS-2 year and the didactic curriculum. Under preceptor supervision, the student participates in the required APPE health system course.

9 credits

Prerequisites: Passing grades in all PS-2 and PS-3 courses and

a cumulative grade point average for these courses of 2.00 or above

PPRAG 1795 Patient Care Elective Advanced Pharmacy Practice Experience

This course will build upon the foundation of the introductory pharmacy practice experiences provided in the PS-2 year and the didactic curriculum. Under preceptor supervision, the student participates in four required APPE patient care courses and two additional APPE experiences. Only one experience may be a non-patient care experience.

9 credits
Prerequisites: Passing grades in all PS-2 and PS-3 courses and a cumulative grade point average for these courses of 2.00 or above

PPRAG 1796 Elective Advanced Pharmacy Practice Experience

This course will build upon the foundation of the introductory pharmacy practice experiences provided in the PS-2 year and the didactic curriculum. Under preceptor supervision, the student participates in the four required APPE courses and two additional APPE experiences. Only one experience may be a non-patient care experience.

9 credits
Prerequisites: Passing grades in all PS-2 and PS-3 courses and a cumulative grade point average for these courses of 2.00 or above

PSCIG 1540 Pharmaceutical Calculations

This course introduces the student to the mathematical skills needed for drug product dispensing and compounding of dosage forms essential to the practice of pharmacy. Topics covered include systems of measurement, units of strength, density, dosage calculations, aliquoting, isotonicity, milliequivalents, and osmolarity. Calculations for the preparation of specific dosage forms such as capsules, suppositories, and parenterals will also be covered.

2 credits

PSCIG 1541 Pharmaceutics 1

Pharmaceutics 1 & 2 are an integration of physical pharmacy, dosage forms, pharmacy calculations, and pharmaceutical compounding presented by dosage form classification. The course presents the principles important for the administration, preparation, stability, and performance of drug products. Pharmaceutics 1 is the first of two required courses in pharmaceutics for pharmacy students; specific dosage forms covered in this course include powders, capsules, tablets, suppositories, ointments, and transdermal patches.

4 credits

Prerequisites: PSCIG 1540 Pharmaceutical Calculations

PSCIG 1542 Pharmaceutics 2

Pharmaceutics 1 & 2 are an integration of physical pharmacy, dosage forms, pharmacy calculations, and pharmaceutical compounding presented by dosage form classification. The course presents the principles important for the administration, preparation, stability, and performance of drug products. Pharmaceutics 2 is the second of two required courses in pharmaceutics for pharmacy students; specific dosage forms covered in this course include solutions, suspensions, emulsions, aerosols, ophthalmics, and parenterals.

4 credits

Prerequisites: PSCIG 1541 Pharmaceutics 1

PSCIG 1564 Pharmacokinetics and Biopharmaceutics

This course introduces pharmacy students to the principles of biopharmaceutics and pharmacokinetics by exploring the relationships between physiology, mathematics, and pharmacokinetic theory and their clinical application. Students will learn how to calculate and interpret pharmacokinetic parameters, discuss and explain pharmacokinetic principles, assess factors that affect drug disposition, design and adjust drug dosage regimens, and predict and explain mechanisms involved in drug interactions.

4 credits

Prerequisites: PSCIG 1542 Pharmaceutics 2

ELECTIVE COURSE DESCRIPTIONS

IPECG 1401C Patient Safety 1

This interprofessional course is the first in a three course sequence where students will learn how they can improve patient safety and reduce medical errors through well planned systems of performance measurement and quality improvement. The course includes online self-study of Institute for Healthcare Improvement (IHI) Patient Safety modules, an exercise in personal wellness, and a communication case study and classroom small team exercise in patient safety. Enrollment in Patient Safety 1 will lead to encouraged enrollment in the IPECG 1402 Patient Safety 2 elective, leading to an IHI Certificate in Quality and Safety. 1.5 credits

IPECG 1402C Patient Safety 2

This interprofessional course is the second in a three course sequence where students will learn how they can improve quality and patient safety while reducing medical errors through well planned systems of performance measurement and quality improvement. The course includes online self-study of Institute for Healthcare Improvement (IHI) Patient Safety modules and a small team project in improving quality and patient safety. Completion of the course will lead to an IHI Certificate in Quality and Safety.

1.5 credits

Prerequisites: IPECG 1401 Patient Safety 1

IPECG 1403C Patient Safety 3

This interprofessional course is the third in a three course sequence where students will demonstrate how they can improve quality and patient safety while reducing medical errors through well planned systems of performance measurement and quality improvement. This course will be conducted as an independent special project with a community provider to improve quality and patient safety in a specifically identified area of the practice.

1.5 credits

Prerequisites: IPECG 1402 Patient Safety 2

ONEHG 1301C One Health Grand Rounds

This course is open to all students in professional curricula at MWU. In cross-disciplinary teams mentored by MWU faculty or liaisons from public health agencies, each student team will select a topic based on its public health importance and professional relevance, review available research and publications, and provide an oral presentation of their findings. Through the collaborative research process and team presentations, participants will gain a deeper understanding of the contributory role each health professional has within their respective scope of community practice.

2 credits

PPRAG 1301/1302 Special Project/Research

These courses provide an opportunity for students to work with individual faculty mentors on projects of variable scope. Activities may include clinical, library, laboratory, and/or survey-type research; assistance with syllabus development for future elective courses; or other activities agreed on between the student and the mentor. All special projects/research require the approval of the appropriate department chair and Dean.

- Prerequisites for PPRAG 1301 Special Project/Research, 1.5 credits: none
- Prerequisites for PPRAG 1302 Special Project/Research, 3 credits: none

PPRAG 1338 Pharmacy-Based Health Screenings

Through active participation in lecture discussions and workshops, the student will be prepared to implement health screening programs in pharmacy practice settings. The course focuses on risk factor assessment and hands-on experience with screening devices for cancer, cardiovascular disease, diabetes, and osteoporosis. The course also addresses regulatory requirements of the Occupational Safety and Health Administration (OSHA) and Clinical Laboratory Improvement Amendments (CLIA) and development of policies and procedures for screening programs.

1.5 credits

Prerequisites: PHIDG 1605 Integrated Sequence 5

PPRAG 1339 History of Pharmacy in the United States

This course is designed to introduce the pharmacy student to the history of pharmacy. This will be accomplished by focusing upon the historical development of pharmacy in the United States by examining the growth and professionalization of the field, its statutory regulation and its product development. Students will be able to apply the lessons of history to current and future practice philosophies.

1.5 credits

PPRAG 1346 Diabetes: A Patient's Perspective

This elective emphasizes the knowledge and skills required for the delivery of diabetes education by focusing on the patient's perspective in the management of the disease. The course builds on the material presented in required courses in the curriculum by examining the barriers faced by patients during self-management and potential solutions for addressing them.

1.5 credits

Prerequisites: PHIDG 1503 Integrated Sequence 3

PPRAG 1348 Personal Finance for the Healthcare Professional

The objective of this course is to introduce the tools needed to financially succeed after graduation. The class will focus on introduction to the areas of taxes, planning for retirement, investing, debt consolidation, home ownership, money management, and insurance. Students will complete two assignments and have an in-class final exam.

1.5 credits

PPRAG 1349 Medication Management in Hospice Patients

This course is designed to provide an overview of common diseases and symptoms encountered in terminal patients. Emphasis will be placed on the appropriate selection of medications to palliate symptoms such as pain, dyspnea, excess secretions, constipation, diarrhea, hiccups, pruritus, etc. Common diseases include but are not limited to, breast, brain, lung, colon and renal cancers; COPD; dementia; and CHF. Patient cases will be used during each session to illustrate symptom management issues.

1.5 credits

Prerequisites: PHIDG 1607 Integrated Sequence 7

PPRAG 1411 Pharmacological Management of Chronic Pain

Upon completion of this course students will understand how to assess pain; understand the differences between addiction, dependence and tolerance; be able to recommend appropriate medication therapies for nociceptive and neuropathic pain; understand the reasons for the multitude of available analgesic choices; understand the role of

complementary and alternative medicine; and be conversant with the legal and ethical issues of pain management.

1.5 credits

Prerequisites: PHIDG 1607 Integrated Sequence 7

PPRAG 1415 Rare and Interesting Diseases

This course provides a forum for students to learn how to manage patients with rare and interesting disease states. The pathophysiology, epidemiology, clinical manifestations, diagnostic tests or procedures, treatment and the pharmacist's role in the management for each disease state/genetic abnormality/adverse drug event will be reviewed. Activities will simulate patient work up and written/oral presentations in clinical practice.

1.5 credits

Prerequisites: Completion of or concurrent enrollment in PHIDG 1609 Integrated Sequence 9

PPRAG 1417 Anticoagulation in Clinical Practice

This elective course provides students with an overview of the major topics in anticoagulation management encountered in clinical practice. Topics may include prophylaxis and treatment of venous thromboembolism, anticoagulation in various disease states, anticoagulation in special patient populations, and treatment plans requiring modification of anticoagulation. Students will develop a working knowledge and skill set helpful in providing pharmacy-managed anticoagulation services in both the inpatient and ambulatory/community settings.

1.5 credits

Prerequisites: Completion of PHIDG 1604 Integrated Sequence 4

PPRAG 1418 Nuclear Pharmacy

This course provides the student an overview of the various aspects of nuclear pharmacy. This includes basic nuclear physics, radiation measurement and safety, regulatory considerations, radiopharmaceutical preparation, products, quality control, and imaging modalities.

1.5 credits

Prerequisites: PSCIG 1564 Pharmacokinetics and Biopharmaceutics

PPRAG 1419 Topics in Women's Health

The purpose of this course is to provide an overview of advanced topics in women's health particularly related to reproductive health. Expanded information in topics such as contraception, infertility, drug use in pregnancy, and mood disorders related to pregnancy are provided. The course utilizes various teaching methods including lectures, case studies, readings, assignments, and discussions. Students will develop a working knowledge to aid them in caring for women with gender related disease states.

1.5 credits

Prerequisites: PHIDG 1503 Integrated Sequence 3

PPRAG 1420 Pharmacy Based Immunization Delivery

This course teaches the skills necessary to become a primary source for vaccine information and administration. It teaches the basics of immunology and focuses on practice implementation and legal/regulatory issues. Students are responsible for the required fee (currently \$100). Students must complete 12 hours of self-study prior to the class and must submit the completed material upon arrival to class. If s/he has not completed the study materials, the student will not be allowed to attend the workshop and will not be given a refund.

2 credits

Prerequisites: MICRG 1553 Immunology; and blood borne pathogen training.

PPRAG 1421 Dental Health and the Pharmacist

This course provides an overview of dentistry and its relation to healthcare. Discussion includes questions that pharmacists often are asked regarding oral lesions, injuries to the oral cavity, and efficacy of OTC remedies. Information about various dental specialties will help the pharmacist refer their patients to the appropriate specialist. Misuse and abuse of dental drugs and medications and investigation and enforcement of dental regulations concerning drug abuse will be discussed.

1.5 credits

PPRAG 1424 Trials and Tribulations

This course involves evaluating recently published literature and applying that information to patient cases. It is taught in the "team-based learning" format, which involves an individual quiz, followed by a group quiz, followed by a group application activity (typically, development of a SOAP note). A different disease state will be the focus each week. Grades will be determined based on in-class activities and no exams will be given.

1.5 credits

Prerequisites: PPRAG 1676 Evidence-Based Healthcare and PHIDG 1609 Integrated Sequence 9

PPRAG 1425 Nutrition and Lifestyle Modification in Pharmacy

This elective course provides students with an overview of the major nutritional problems in the United States with emphasis on lifestyle modification and counseling that can be done for each disease state or topic. Topics include obesity, diabetes, cardiovascular disease, cancer, and sport enhancement. This course utilizes a team based learning method with assessment being based on team and individual quiz and exam scores. This is a student-centered learning course designed to begin the process of lifelong learning for

students as healthcare professionals.

1.5 credits

Prerequisites: PPRAG 1504 Professional Skills Development 4 and PHIDG 1503 Integrated Sequence 3

PPRAG 1426 Putting Your Best Residency Foot Forward

Post-graduate pharmacy residency programs are highly valuable and are becoming increasingly competitive. This elective course provides guidance on the residency selection decision process, curriculum vita (CV) development, creation of a strong letter of intent and interviewing skills. To meet the learning objectives, students will complete interactive written and verbal activities to demonstrate knowledge, skills, and abilities. Achievement of learning objectives will be evaluated by assessment rubrics tailored to each activity.

1.5 credits

PPRAG 1427 Postmenopausal Women's Health

This course provides an in-depth review of postmenopausal women's health issues. Through active participation in patient case studies and class discussion, students will learn to design pharmacotherapeutic plans to address symptoms of menopause during the menopause transition and to reduce risk factors for chronic medical conditions common during this life stage.

1.5 credits

Prerequisites: PHIDG 1503 Integrated Sequence 3

PPRAG 1428 Acute Care Cardiology

This elective course provides students with an in-depth review and expansion of knowledge regarding the management of medical pharmacotherapy in patients with acute cardiovascular issues, building upon concepts that were introduced in Integrated Sequence 4 and 5. The class is focused on application of knowledge to improve patient care. Learning techniques that will be utilized include lecture, discussion, formulation of a pharmacists' patient care process plan (PPCP) for patient cases, evaluation of primary literature, and student debates.

3 credits

Prerequisites: PHIDG 1604 Integrated Sequence 4 and PHIDG 1605 Integrated Sequence 5

PPRAG 1429 Pharmacometrics

This course builds upon student's expertise in pharmacoeconomics, pharmacoepidemiology, biostatistics, and financial management in order to evaluate from an evidence-based perspective both pharmacotherapy and pharmaceutical services. Students will obtain requisite expertise in applied econometrics, financial algebra, and policy analysis.

1.5 credits

PPRAG 1430 Parenteral & Enteral Nutrition

This course focuses on the clinical aspects of nutrition support therapy for patients who cannot maintain adequate nutrition by the oral route. Clinical topics include indications, patient assessment, ordering, administering, monitoring, and adverse effects of both parenteral and enteral nutrition (PEN) support. Patient safety in hospital and home PEN, drug shortages, and recent advances and research in PEN will be discussed.

1.5 credits

Prerequisites: PHIDG 1609 Integrated Sequence 9

PPRAG 1431 Book Club

This professional elective course is designed to use a book club/current topics format to provide the pharmacy student with an introduction to the art of patient care and the issues healthcare providers face regarding their own biases and stereotypes. The purpose of this course is to thoughtfully tackle some of the assumptions we make as health care providers and explore ways to be more thoughtful in our decisions and care of our patients.

1.5 credits

PPRAG 1432 Advanced Communication with The Spanish Speaking Patient

This elective will develop the basic verbal and written skills required to effectively communicate with the Spanish speaking patient in the pharmacy setting. There will be a strong focus on patient interview skills and counseling on the most common topics seen in the community setting. This course assumes the student is already familiar with basic Spanish and therefore introductory level Spanish.

1.5 credits

Prerequisites: PPRAG 1501-1504 Professional Skills Development 1-4; one year of college level Spanish or equivalent, or permission from instructor

PPRAG 1433 Introduction to Specialty Pharmacy

Introduction to Specialty Pharmacy is an elective that will provide an opportunity to expose students to current therapies, management of patients and other operations requirements within specialties including Solid Organ Transplant/BMT, Oncology, Inflammatory (Rheumatology, Dermatology), and Infectious Disease (HIV and Hepatitis C). The course is composed of alternating disease state overview presentations with student case study presentations the following week for practical application. A take home quiz designed in part by the student presenting will be completed by the rest of class utilizing guidelines, class material and any references needed.

1.5 credits

PPRAG 1434 Advanced Oncology Therapeutics

This course focuses on the clinical aspects of the pharmaceutical care of patients with hematologic and oncologic diseases. Clinical topics include disease state management, supportive care, hospice/palliative care, management of drug shortages and literature evaluation.

1.5 credits

Prerequisites: PHIDG 1609 Integrated Sequence 9; PPRAG 1676 Evidence-Based Healthcare

PPRAG 1437 Informatics

This elective course will introduce students to the exciting and growing area of healthcare informatics. Healthcare informatics brings together healthcare generated information with technology for the purpose of improving quality of care in a cost effective and comprehensive manner. The course will focus on key concepts, including definitions, technological foundations, databases and information management, legal issues, project management, and potential career opportunities. The main goal of the course is to develop an understanding of informatics and the application in the healthcare field.

1.5 credits

Prerequisites: PPRAG 1571 Healthcare Systems

PPRAG 1438 Managed Care

The purpose of this course is to provide an overview of managed care pharmacy and how it impacts the US healthcare system. The course will prepare students to understand and learn about professional practice opportunities in managed care pharmacy by exploring: healthcare reform, managed healthcare delivery models, prescription benefit design, pharmacy networks, utilization management tools, P&T Committees, pharmacy data management, pharmacy benefit managers, specialty pharmacy and pharmaceutical manufacturers. In addition, the course will focus on how business principles are integrated into the managed care pharmacy department, and address how clinical pharmacy, quality improvement, medication therapy management/disease management programs are coordinated within the managed care pharmacy environment.

1.5 credits

PPRAG 1439 Pediatric Pharmacotherapy

This course focuses on specific issues related to the treatment and care of pediatric patients. Clinical topics include common childhood illness and treatments as well as drug delivery systems used for pediatric patients, current controversies in pediatric pharmacotherapy, commonly used over the counter medications and alternative therapies used by pediatric patients. This course incorporates lectures, projects and reading assignments to enhance student learning about pediatric issues.

1.5 credits

Prerequisites: PHIDG 1609 Integrated Sequence 9;
Completion of or concurrent enrollment in PPRAG 1701
Acute Care Management

*PPRAG 1440 Advanced Research Methods: SPSS in
Healthcare Research*

Evidence based medicine relies on quantitative information about which drugs and treatments are safe, efficacious, and/or cost effective. Generating the necessary quantitative evidence requires competent use of a statistical package. This course covers SPSS, which is commonly used in healthcare settings. Topics include methods for reading in data, descriptives to explore data, comparisons of groups using appropriate statistical testing procedures, project documentation for quality control and accuracy, and linear regression. Both "drop-down" menus and essential programming syntax are covered.

1.5 credits

Prerequisites: PPRAG 1672 Research Methods and
Epidemiology for Healthcare Professionals

PPRAG 1441 Medication Therapy Management

This course will introduce students to current trends in Medication Therapy Management (MTM) with a particular focus on the provision of pharmacist's services as an integral part of managing patient drug therapy. Students will gain insight into the challenges and opportunities that are presented to pharmacists when they address drug therapy misadventures and perform comprehensive medication reviews for patients with complex drug regimes. Particular attention will focus on development of drug therapy intervention skills that will maximize the results achieved when patient interventions are performed. In addition, students learn basic information about how the online intervention process works. The course will include having students roll play case study examples of both therapeutic interventions and comprehensive medication reviews.

1.5 credits

Prerequisites: PPRAG 1438 Managed Care (Students will automatically be enrolled following completion of PPRAG 1438 Managed Care)

PSCIG 1301/1302 Special Project/Research

These courses provide an opportunity for students to work with individual faculty mentors on projects of variable scope. Activities may include clinical, library, laboratory, and/or survey-type research; assistance with syllabus development for future elective courses; or other activities agreed on between the student and the mentor. All special projects/research require the approval of the appropriate department chair and Dean.

- Prerequisites for PSCIG 1301 Special Project/Research, 1.5 credits: none

- Prerequisites for PSCIG 1302 Special Project/Research, 3 credits: none

PSCIG 1323 Use and Abuse of Drugs

This elective course provides an in-depth review of neuropharmacology of substances of abuse including stimulants, depressants and inhalants, ethanol, opioids, hallucinogens, marijuana, anabolic steroids and other performance enhancing drugs. In addition, an overview of drug use, drug use as a social problem, drug products and their regulations, the nervous system, the mechanism of action of drugs, preventing substance abuse and substance abuse and dependence will also be covered.

1.5 credits

Prerequisites: PHIDG 1503 Integrated Sequence 3

PSCIG 1342 Introduction to Classical Homeopathy

Complementary and alternative medicine (CAM) modalities are used increasingly by many people in the U.S.

Homeopathy is one example of CAM. This course provides an introduction to classical homeopathy. Topics covered will include homeopathic paradigm and history, homeopathic pharmacy and the FDA, nanoparticles and action of homeopathic medicines, acute case taking, and keynotes and acute usage of common over the counter homeopathic medicines. Evidence-based articles will be presented and discussed.

1.5 credits

PSCIG 1347 Pharmaceutical Formulation and Analysis

Pharmaceutical Formulation and Analysis is a supplement to Pharmaceutics 1 & 2. This elective course is a hands-on, lab-based course that integrates the fundamental pharmaceutics concepts underlying drug product formulation and analysis with the practice of pharmacy compounding. This integration is critical in helping pharmacy compounders understand the importance of product quality and how multiple variables may affect the quality of their products.

1.5 credits

Prerequisites: PSCIG 1542 Pharmaceutics 2

PSCIG 1354 Sterile Products

This course covers the fundamental concepts related to the formulation, manufacture, quality assurance, and clinical preparation and administration of sterile products. Topics will include formulation and compatibility considerations, sterility assurance and aseptic technique including a review of USP Chapter <797>, packaging, compounding methods and calculations, therapeutic issues, and advances in parenteral technologies. Laboratory sessions will focus on aseptic technique and familiarization with equipment used to prepare and administer parenteral medications.

1.5 credits

Prerequisites: PSCIG 1542 Pharmaceutics 2

PSCIG 1356 Nanopharmaceuticals

Nanotechnology will revolutionize society in the twenty-first century. The medical application of nanotechnology to all aspects of prevention, diagnosis and therapy of human disease has given rise to nanomedicine. This course will focus on nanoscale drug formulations currently under development. Participants will become familiar with the state-of-the-art of pharmaceutical nanotechnology and acquire a foundation that will enable them to understand upcoming changes that nanoscience will bring to their future profession.

1.5 credits

Prerequisites: PSCIG 1542 Pharmaceutics 2

PSCIG 1357 Introduction to Forensic Science for Healthcare Professionals

The use of forensic toxicology in the battle against the increased abuse of licit and illicit drugs is an important field of study. This course will introduce the main areas of forensic sciences and especially the involvement of physicians, pharmacists, and nurses in discovering and preventing the abuse of drugs.

1.5 credits

Prerequisites: PPRAG 1524 Pharmacy Law and Public Policy

PSCIG 1358 Pharmacogenomics

Pharmacogenomics has the potential to revolutionize medicine in the twenty-first century. The medical application of human genetics to pharmacotherapy has given rise to the new field of pharmacogenomics. This course will introduce the foundations of pharmacogenomics, discuss the origin of genetic variation on drug action, uptake and metabolism, and specific applications to patient care. Participants of this course will become familiar with the state-of-the-art of pharmacogenomics.

1.5 credits

PSCIG 1359 Principles of Pharmacy Research Design and Problem Solving

This is an introductory course in research methods and proposal writing. The course is designed to give students experience in hypothesis and specific aims development and an overview of the use of the scientific study design for solving health/drug-related problems, as well as research methodology and research proposal development. The overall format of the course integrates the didactic lecture material, and research project assignments to provide students with an interactive “how to” learning experience during which they receive feedback on their work.

1.5 credits

PSCIG 1360 Introduction to Drug, Biologics and Medical Device Regulation

The course will provide an overview to the FDA regulatory processes regarding the evaluation and development of drug,

biologics, and device products. Through interactive lecture format, course work and discussions, participants of this course will gain the basic understanding, and will become familiar with the current principles of regulatory affairs. Topics include the historical development of U.S. drug laws, overview of drug, biologics, and device development process and the FDA, pharmaceutical industry-FDA functions and interactions through approval and monitoring processes, policy-guided science, and some examples of the development of U.S. drug/device laws, shaping history, leading into the present state of regulation.

1.5 credits

PSCIG 1361 Introduction to Toxicology

This course is an introduction into clinical toxicology and the effects of natural products and chemicals on the human body. This course will emphasize the chemistry, pharmacology, and toxicity of specific chemicals and classes of compounds. Students will be presented with the mechanisms and then invited to present case studies and discuss the clinical features of management and prognosis.

1.5 credits

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Student Promotion and Graduation Committee

The Student Promotion and Graduation Committee (SPGC) is composed of members of the College faculty and a representative from the Office of the Dean. This Committee is responsible for enforcing the published academic and professional standards established by the faculty and for assuring that they are met by all students. As such, this Committee establishes the criteria, policies, and procedures for student advancement, deceleration, academic probation, dismissal, and graduation. This Committee meets at a minimum at the end of each academic quarter to review the academic progress and performance of students enrolled in the program in relation to institutional academic policies. At the end of the academic year, the Committee assesses the academic and professional progress and performance of each student. Additionally, the Committee will recommend revisions of academic and professional standards, and criteria

for student advancement, deceleration, academic probation, dismissal, and graduation to the faculty for adoption. Finally, the Committee also identifies and recommends candidates for graduation to the MWU Faculty Senate.

If the student's progress is satisfactory, the student is promoted to the next academic year, provided all tuition and fees have been paid. If a student fails to make satisfactory progress in completing the prescribed course of study, the Committee shall recommend to the Dean or his designee appropriate action to correct the deficiency(ies). In instances involving more than one failure of a student to maintain satisfactory academic/professional progress, the Committee may recommend dismissal.

Among the options available to the Committee in regard to unsatisfactory student performance are:

- That a written caution be provided to the student.
- That the student:
 - be placed on academic probation for a specified period of time;
 - take an alternative approved course offered at another college or university;
 - repeat the course(s) in which there is a failure when the course is offered again in the curriculum;
 - be placed in an extended program; or
 - be dismissed from the College

When a student fails to make satisfactory progress in completing the prescribed course of study, the Office of the Dean will notify the student, in writing (i.e., e-mail), at least two working days in advance of the Committee meeting. The student will be offered an opportunity to appear before the Committee (in person or via telephone) in order to present his/her case. In such instances, the student shall inform the Office of the Dean, in writing, of his/her desire to appear before the Committee or his/her intent to waive this right. If the student chooses to appear before the Committee, this prerogative extends to the involved student only and not to any other individuals. The SPGC will make a recommendation on a course of action to the Dean or his designee. Within two working days following the Committee meeting, the Office of the Dean is responsible for providing notification in writing (i.e., e-mail) to the involved student, informing him/her of the recommendation of the Committee and the Dean's or his designee's decision.

Academic Standards for the Pharm.D. Program

An annual didactic grade point average will be used as the primary measure of academic performance. It is calculated from all didactic courses for a particular professional year. Grades earned for courses prior to matriculation in the professional program and grades earned for courses taken at another institution while enrolled in the professional program

are not included in the calculation of this annual grade point average.

Academic Policies

Students must maintain an annual grade point average of 2.00 in their professional program to remain in good academic standing. If a student earns a grade of "F" in one course or pharmacy practice experience, the student is notified, in writing, that he/she is being placed on academic probation. Academic probation represents notice that continued inadequate academic performance may result in dismissal from the College. Additionally, he/she will be remanded to the SPGC. The SPGC will make a recommendation on a course of action. The recommendation may include, but not be limited to, an extended program of study or dismissal.

If the student enters an extended program of study, he/she must repeat all courses or pharmacy practice experiences in that year in which a grade of "F" was received. In general, a student is allowed to go through an extended program only once. The pharmacy practice experiences are subject to availability of sites as determined by the Office of Experiential Education. Placement of a student on the extended program does not modify or limit the committee's actions for dismissal. Thus, the student may be dismissed for academic reasons while on an extended program. If the student does not meet the criteria for successful academic performance at the end of the extended program, the student may be dismissed.

To be returned to good academic standing after completion of an extended track year, a student must have successfully repeated all courses or pharmacy practice experiences in which a grade of "F" was received.

A student who completes the extended program is defined as a reentering student as the student reenters the next professional year curriculum and resumes a normal course load. A reentering student who earns a grade of "F" in one course or pharmacy practice experience may be dismissed from the College. The following policies also guide decisions made by the committee:

1. Students must successfully resolve all "I" (incomplete) and "IP" (in-progress) grades before beginning pharmacy practice experiences.
2. To proceed to pharmacy practice experiences, a student must have earned a passing grade in all coursework with an annual grade point average of 2.00 or above. Eligibility to start introductory pharmacy practice experiences is determined by the annual grade point average calculated from all courses in the First Professional (PS-1) Year. Eligibility to start advanced pharmacy practice experiences is determined by the cumulative grade point average calculated from all coursework over both the Second Professional (PS-2)

Year and the Third Professional (PS-3) Year summer quarter.

Extended Program

Problems may arise that may necessitate a restructuring of a student's academic course load. Accordingly, an individual's academic course load may be reduced so that the student enters what is termed an extended track repeat year program. Such a program rearranges the course schedule so that the normal time period for the program is extended, usually by one additional year. Only enrolled students may enter an extended program. To enter an extended program, either one or both of the following conditions must be met:

1. *Personal hardship.* If a student is experiencing unusual stresses in life and a decreased academic load could alleviate added stress, the student may petition the SPGC for an extended program. This petition is not automatically granted and is approved only in exceptional circumstances. The committee is responsible for evaluating the petition and submitting a recommendation concerning a student's request for an extended program to the Dean. The Dean is responsible for reviewing and assessing the committee's recommendation, then notifying the student of a decision.
2. *Academic.* As described above, a student ending an academic year with an annual GPA of less than 2.00 will be required to repeat courses or pharmacy practice experiences from that year in which F grades were received. A student may be placed on an extended program for academic reasons upon the recommendation of the SPGC. A student placed on an extended program for academic reasons is automatically placed on academic probation and may not be returned to good academic standing until the extended program is completed.

If a student is placed on an extended program, such action does not modify or limit the committee's actions for dismissal. Thus, the student may be dismissed for academic reasons while on an extended program.

A student placed on an extended program for academic reasons will be returned to good academic standing when he/she reenters the prescribed academic program and completes all courses that were unsatisfactory and are required for graduation.

Class Standing

To achieve the status of a second year student in the professional program (PS-2), students must have successfully completed all requisite PS-1 courses and earned an annual didactic GPA of 2.00. To achieve the status of a third-year student in the professional program (PS-3), students must have successfully completed all requisite PS-2 courses, the

two introductory rotations, and earned an annual didactic GPA of 2.00.

Dean's List

Following each quarter, the College of Pharmacy-Glendale recognizes students for the Dean's List who have distinguished themselves by achieving a GPA of 3.50 or better for the quarter. This applies for full-time didactic coursework only.

Dismissal

A student may be dismissed from the College for academic reasons upon the recommendation of the SPGC. The dismissal is based on the determination by the Committee that the student has not satisfactorily demonstrated that he or she possesses the aptitude to successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program. Students dismissed for poor academic performance may reapply for admission to the College.

Appeal Process (for dismissals or extended program actions)

Following notification of a decision for dismissal or extended program, a student may appeal, in writing, the decision to the Dean. Such appeals must be received by the Dean within 3 working days after the student is officially notified of the dismissal or extended program decision. A narrative explaining the basis for the appeal should accompany the request. An appeal must be based on one of the following premises:

1. Bias of one or more members of the Student Promotion and Graduation Committee.
2. Material, documentable information not available to the Committee at the time of its initial decision.
3. Procedural error.

The Dean will review the appeal request and decide if there is sufficient information to convene a meeting of the Student Promotion and Graduation Committee, which would be asked to provide a recommendation to the Dean on the appeal request. Once a decision is made to convene a Committee meeting, the student requesting an appeal shall be notified in writing (i.e., e-mail), by the Office of the Dean at least two working days in advance of the scheduled Committee meeting in which the student's appeal will be heard. The student will be offered an opportunity to appear before the Committee (in person or via telephone) in order to present his/her case. In such instances, the student shall inform the Office of the Dean, in writing, of his/her desire to appear before the Committee or his/her intent to waive this right.

If the student chooses to appear before the Committee, this prerogative extends to the involved student only and not to

any other individuals. The Committee submits its recommendation to the Dean. Upon receipt of the Committee's recommendation, the Dean makes the final decision on all appeals.

The student must attend all didactic classes in which they are registered until the appeal process is complete. Students registered in a rotation course may be placed on a mandatory leave of absence until the appeal process is finalized.

Grades

The following includes all grading options and corresponding definitions that may be issued within CPG.

| Grade | Quality Points (per credit) | Comments |
|-------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 4.000 | - |
| A- | 3.670 | - |
| B+ | 3.330 | - |
| B | 3.000 | - |
| B- | 2.670 | - |
| C+ | 2.330 | - |
| C | 2.000 | - |
| F | 0.000 | - |
| I | 0.000 | An Incomplete (I) grade may be assigned by an instructor when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days from the end of final exams for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade, with notice to the Registrar. |
| IP | 0.000 | An In-Progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter. |
| P | 0.000 | Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of "P" is counted toward credit hour accruals for graduation but does not affect GPA calculations. |
| F | 0.000 | Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of "F" is counted toward credit hour accruals as attempted but not completed. Grade of "F" is calculated into the GPA (quality points are lowered due to unsuccessful course completion). |
| W | 0.000 | Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. |
| W/F | 0.000 | Withdrawal/Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the Program/School. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. W/F may be considered as a failure by a Student Academic Review Committee. Multiple F's and W/F's can be grounds for dismissal. |
| AU | 0.000 | This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation. |
| AP | | This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation. |

Graduation Honors

Graduation honors are awarded to candidates for the Doctor of Pharmacy degree who have distinguished themselves by virtue of high academic achievement while enrolled in a professional program of the College. Only grades from didactic courses taken at the College will be included in determining graduation honors. Degrees with honor are awarded based on the level of academic achievement as follows:

Didactic Course

| Grade Point Average | Graduation Honor |
|---------------------|------------------|
| > 3.90 | Summa cum laude |
| 3.75 - 3.89 | Magna cum laude |
| 3.50 - 3.74 | Cum laude |

Grades & Grade Point Average

Courses are recorded in terms of quarter hour(s) of credit. Multiplication of the credits for a course by the numeric value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in those courses gives the grade point average.

Grades reported as “W”, “WF”, and “P” are recorded on a student's permanent record but are not used in the calculation of a student's grade point average. Similarly, a grade of “I” or “IP” may be assigned and is used only when special/extenuating circumstances exist (i.e., prolonged illness, family crisis, etc.), which prevent a student from completing the necessary course requirements on time, in order to receive a grade.

Any request for an extension to complete required course or pharmacy practice experience requirements must be approved first by the course coordinator responsible for the course or pharmacy practice experience. Unless otherwise specified, a grade of “I” must be resolved within 10 days from the end of the quarter or pharmacy practice experience or the incomplete grade is automatically converted into a grade of “F”, which signifies failure of the course or pharmacy practice experience. It is the responsibility of the student when receiving an incomplete grade to complete all of the course requirements within this time, unless otherwise specified.

If a student receives a failing grade (“F”) in a course or pharmacy practice experience, that grade will be recorded on his/her transcript. This deficiency may be corrected as recommended by the Student Promotion and Graduation Committee. The permanent record of the student will be updated to indicate that the failing grade has been successfully corrected following either successful re-examination or repetition of the course or pharmacy practice experience.

If course re-examination was completed, a minimally passing grade is registered in place of the “F”, and the student's cumulative grade point average will reflect the change. If a student is unsuccessful at re-examination, the grade of “F” will remain. If a student repeats a course, the course is entered twice in the permanent record of the student. The grade earned each time in the course is recorded, but only the most recent grade is used in the computation of the student's cumulative grade point average. When a course is repeated, the student may earn any grade that is within the grading scale for the course.

A student's academic standing is determined on the basis of his/her grade point average. Inclusion on the Dean's List, honors at graduation, placement on probation, and dismissal depend directly on the grade point average.

STUDENT ADMINISTRATIVE POLICIES

Absence Reporting Procedure

In the event of serious illness, personal emergency, personal incapacitation, or other exceptional problem of a serious nature that causes a student to be absent from a session requiring mandatory attendance or class, a student must notify one of the following: CPG's Office of the Dean, CPG department head, or course coordinator. To be excused from a rotation, the student must notify his/her preceptor and the Office of Experiential Education. Failure to notify the Office of Experiential Education will result in an unexcused absence and policies detailed in the Experiential Education Manual will apply. Assuming that there is a legitimate reason for a student's absence, the CPG's Office of the Dean will contact by e-mail or telephone the coordinators of courses in which the student will miss an examination, quiz, or graded assignment, or will send a letter to all appropriate course coordinators that confirms in writing that the student will be absent, the reason for the absence, the courses from which the student will be absent, and the date(s) of the student's absence. This will be done as soon as possible (within 24 hours) after the student has called in. It is the student's responsibility to contact the course coordinator immediately upon his/her return for instructions regarding how the missed session can be made up. If a student fails to follow this procedure, the student is held responsible for the policies stated in course syllabi regarding unexcused absences. Unexcused absences may result in course failure.

Requesting an Excused Absence for Personal/Professional Reasons

The College recognizes that a student may need to be excused from class or rotations for non-illness, non-emergency-related reasons. An Absence Request Form must be completed at least 2 weeks prior to the day the student wishes to be excused. Forms are available in the Office of the Dean. Completion of the form by the student does not imply the

student is excused from classes until the course directors of the affected courses approve the request.

Advanced Standing

All requests for advanced standing by newly admitted, transfer, or enrolled students are processed on a course-by-course basis by the Office of the Dean. To request such consideration, a student must submit a letter of request and the request form to the Office of the Dean in which the student lists a course(s) previously taken at an accredited college or university, which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. All requests must be submitted at least 3 weeks prior to the start of the course being considered. For APPEs, all requests must be submitted at least 6 months prior to the first day of the specific APPE that the student is seeking to be excused from. Advanced standing will be considered for coursework taken in which a letter grade of C or better has been earned. A C- letter grade is not acceptable for advanced standing consideration. No advanced standing will be awarded for professional pharmacy coursework completed at a foreign college of pharmacy.

Course Prerequisites

Prerequisites for courses may be established by the department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed with the course description in the University catalog.

On a case-by-case basis, prerequisites may be waived upon approval by the chair of the department that delivers the course.

Dress Code for Pharmacy Practice Experiences

Dress requirements for experiential rotations are delineated in the experiential program manual. Students are advised that professional attire is required. Students will be notified if professional attire is required for college functions and/or courses. Course syllabi will state if professional attire or a dress code is in effect for the course.

Faculty Advisor Program

CPG assigns a faculty advisor to students in each entering class. In addition to these faculty advisors, the CPG Dean, Assistant/Associate Dean and the Dean of Students, as well as other faculty members and professional staff, are also available to assist students with academic advising, counseling, and enrichment. Students are assigned a faculty advisor selected from the faculty of CPG.

Students are placed into groups upon entry into the College. Each group of students is assigned a faculty advisor who will mentor them throughout the program. Faculty advisors act as

liaisons between the faculty and students. Their responsibilities include:

1. Serve as the student's advisor and academic/professional counselor;
2. Oversee and monitor the academic progress and professional growth of the student;
3. Assist the student in seeking academic and personal counseling services provided by the institution;
4. Serve as an advocate for the student; and
5. Counsel the student during his/her selection of a career within the pharmacy profession.

AWARDS

Availability of awards is subject to continued support by the sponsoring organization.

APhA Academy of Students of Pharmacy Mortar and Pestle Professionalism Award

A wooden mortar and pestle is presented annually to a graduating student who exhibits the ideals of professionalism and excellence in patient care in all aspects of their academic pharmacy career. The winner is eligible to compete in an essay competition to receive a monetary award to be used for professional development activities.

APhA-ASP Senior Recognition Certificate

The Academy of Students of Pharmacy Chapter presents this certificate each year to a 3rd year student who has made outstanding contributions to the chapter.

ASHP Student Leadership Award

Each year the American Society of Health-Systems Pharmacists provides a leadership award to a student who has demonstrated qualities of leadership through involvement with ASHP activities. The student receives a monetary award and a copy of the ASHP Drug Information reference.

College Awards for Excellence

Each year plaques are presented to outstanding students in the areas of medicinal chemistry, pharmaceuticals, pharmacology, therapeutics, and pharmacy administration.

Facts and Comparisons Award of Excellence in Clinical Communication

A set of reference texts is presented to the graduating student who has demonstrated superior verbal and written clinical communication skills.

Midwestern University College of Pharmacy-Glendale Excellence in Professional Skills Development Award

A certificate is presented to the graduating student exhibiting excellent patient care skills.

Henry J. Goeckel Kappa Psi - Grand Council Scholarship Key and Certificate

Kappa Psi Pharmaceutical Fraternity provides a Grand Council Scholarship Key and Certificate to a graduating

Kappa Psi brother that graduates with first honors. The student receives a 14K-gold scholarship key and certificate from the Kappa Psi Council in recognition of his/her academic achievement.

Midwestern University College of Pharmacy-Glendale Excellence in Service Award

The award is given for superior scholastic and professional achievement. Leadership qualities as well as professional attitude are considered along with academic performance in selecting the graduating student for this honor.

Midwestern University College of Pharmacy-Glendale Excellence in Pharmacy Award

A certificate is presented to the graduating student who has demonstrated outstanding achievement in the provision of drug information services.

National Community Pharmacist Association (NCPA) Outstanding Student Member Award

A plaque is presented each year by the NCPA in recognition of a student's entrepreneurial spirit and commitment to advancing independent community pharmacy practice.

Natural Medicines Comprehensive Database Award

A plaque and reference text are presented to a graduating student who has demonstrated an interest in the area of natural medicines.

Natural Standard Research Collaboration Award

A certificate and reference text are presented to a graduating student who perpetuates multidisciplinary, evidence-based research practices, healthcare communications, or information.

Midwestern University College of Pharmacy-Glendale Communications Award

A certificate is presented to the graduating student who has demonstrated effective communication skills during his/her experiential rotations.

The Robert C. Johnson Leadership Award

This named award recognizes a graduating student who has been active in a leadership role and maintains an acceptable scholastic level. The student shall have actively participated in one or more student professional associations or demonstrated leadership in other capacities. The student is expected to undertake a project that contributes to patient care and/or for the advancement of the profession.

SCHOLARSHIPS

Availability of scholarships is subject to continued support by the sponsoring organization.

CVS Charitable Trust, Inc. Scholarship

The CVS Charitable Trust, Inc. provides scholarships to students interested in entering community pharmacy practice.

Craig A. Johnston Memorial Scholarship

A scholarship is presented to a student in their 2nd or 3rd year with a grade point average of 3.0 or higher. Preference is given to a member of Kappa Psi.

Dennis J. McCallian Scholarship

A scholarship is presented to a student who demonstrates academic achievement in their 2nd or 3rd year. Must be actively involved in the community.

The Midwestern University College of Pharmacy-Glendale Heritage of Pharmacy Scholarship

One scholarship is presented each year to a student who has demonstrated academic achievement and professionalism.

National Association of Chain Drug Stores Foundation Scholarship

Monetary awards are presented to students who are interested in pursuing a career in community pharmacy.

Pharmacists Mutual Companies Scholarship

A scholarship is provided to a student who has demonstrated academic achievement.

Albertsons Safeway Scholarship

Albertsons Safeway provides scholarships to educationally disadvantaged students in their 2nd and 3rd year of professional study.

Shopko Scholarship

Shopko provides scholarships to students who have excelled in the pharmacy program.

Target Scholarship

Target provides scholarships to students that achieve academically, demonstrate financial need, and promote teamwork.

Walgreen Pharmacy Scholarship

The Walgreen Company provides scholarships to students who have demonstrated strong leadership and communication skills. These students must also have an interest in community pharmacy practice.

Wal-Mart Pharmacy Scholarship

Wal-Mart provides scholarships to students with strong leadership qualities and a desire to enter community pharmacy practice.

FACULTY LIST FOR PHARMACY PRACTICE

Titilola M. Afolabi, Pharm.D., BCPS

University of Tennessee
College of Pharmacy
Assistant Professor

Jeffrey F. Barletta, Pharm.D., FCCM

Temple University
School of Pharmacy
Vice Chair and Professor

Kelsey Buckley, Pharm.D., BCACP

University of Iowa
School of Pharmacy
Associate Professor

Melinda J. Burnworth, Pharm.D., BCPS, FASHP

University of Missouri-Kansas City
School of Pharmacy
Professor

Stephanie J. Counts, Pharm.D.

University of Arizona
College of Pharmacy
Associate Professor

Lindsay E. Davis, Pharm.D., BCPS, ASH-CHC, TTS, FAzPA

University of Arizona
College of Pharmacy
Associate Professor

Michael A. Dietrich, Pharm.D., BCPS

Xavier University of Louisiana
College of Pharmacy
Associate Dean of Professional Programs and Associate Professor

Nicole K. Early, Pharm.D., BCPS, CGP

University of Florida
College of Pharmacy
Assistant Professor

Shareen El-Ibiary, Pharm.D., BCPS, FCCP, FCSHP

University of South Carolina
College of Pharmacy
Professor

Mary Gurney, Ph.D.

University of Wisconsin-Madison
School of Pharmacy
Associate Professor

Stacy L. Haber, Pharm.D.

South Carolina College of Pharmacy
Associate Professor

Vanthida Huang, Pharm.D., BSPHM, FCCP

Temple University
School of Pharmacy
Associate Professor

Rebekah Jackowski, Pharm.D.

University of Michigan
College of Pharmacy
Assistant Professor

Samantha Karr, Pharm.D., BCPS, BCACP, BC-ADM, FCCP

University of Florida
College of Pharmacy
Associate Professor

Nicole Murdock, Pharm.D., BCPS

Idaho State University
College of Pharmacy
Associate Professor

Lynn R. Patton, M.S., BCNSP

St. John's University
College of Pharmacy and Allied Health Professions
Professor

Alyssa M. Peckham, Pharm.D., BCPP

University of Rhode Island
College of Pharmacy
Assistant Professor

Elizabeth K. Pogge, Pharm.D., BCPS, FASCP

University of Nebraska Medical Center
College of Pharmacy
Associate Professor

Erin C. Raney, Pharm.D., BCPS, BC-ADM

University of Arizona
College of Pharmacy
Professor

Michael T. Rupp, Ph.D.

Ohio State University
College of Pharmacy
Professor

David A. Sclar, B. Pharm., Ph.D.

University of South Carolina
College of Business and College of Pharmacy
Chair and Professor

Shawn Tennant, Pharm.D., MBA

University of Southern California
School of Pharmacy
Assistant Dean of Academic Programs and Assistant Professor

FACULTY LIST FOR PHARMACEUTICAL SCIENCES

Bill J. Bowman, Ph.D.

University of the Sciences in Philadelphia
Philadelphia College of Pharmacy
Associate Professor

Tamer Elbayoumi, M.S., Ph.D.

Northeastern University
Bouve' College of Allied Health Sciences
Associate Professor

Mitchell R. Emerson, Ph.D.

University of Kansas Medical Center
School of Medicine
Dean and Associate Professor

Melanie A. Jordan, Ph.D.

Virginia Commonwealth University
Medical College of Virginia
Associate Professor

Mark Olsen, Ph.D.

University of Texas
Associate Professor

Joie C. Rowles, Ph.D.

University of Texas Southwestern Medical School
Graduate School of Biomedical Sciences
Associate Professor

Charles A. Veltri, Ph.D.

University of Utah
College of Pharmacy
Assistant Professor

Volkmar Weissig, Ph.D., Sc.D.

Martin Luther University-Halle
Institute of Biochemistry
Chair and Professor

Mingyi Yao, M.S., Ph.D.

Creighton University
School of Medicine
Assistant Professor

COLLEGE OF HEALTH SCIENCES

MISSION

The College of Health Sciences (CHS) is dedicated to excellence in the education of professionals who will meet the healthcare and service needs of the community. This mission is expressed in the education, scholarship, and service objectives of the programs of the College of Health Sciences.

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Academic Monitoring

All students enrolled in CHS are expected to:

1. Maintain satisfactory academic progress in their course of study;
2. Understand and meet all established program/school/College academic and professional requirements and standards as described in the course syllabi, program-related manuals, University Catalog, and Student Handbook;
3. Self-monitor their academic performance in all required courses;
4. Complete all course-related requirements in a timely and satisfactory manner;
5. Seek assistance if encountering academic difficulty;
6. Contact the appropriate Program/School Director and/or course coordinator when performance has been unsatisfactory; and
7. Regularly check home or campus mailbox at least twice a week and university e-mail account daily for information concerning educational programs. This is particularly important at the end of the quarter and during quarter

breaks when information concerning academic performance may be distributed.

Academic Review and Progression

The academic progress of each student enrolled in the College is regularly monitored to determine whether he/she is making satisfactory academic progress in his/her program of study based on stated criteria established by the program/school/College. The academic review process occurs at three levels: the program/school-based Student Academic Review Committee, the College-based Student Promotion and Graduation Committee, and the CHS Dean.

Student Academic Review Committees

The Student Academic Review Committee of each program/school is appointed annually by the University Faculty Senate with the recommendation of the Program/School Director. Membership consists of three or more program/school faculty members and the Program/School Director (or his/her designee) who is the chair of this committee. The Dean of Students and the CHS Dean or his/her designee are ex-officio members without vote.

At the end of each quarter and more often if necessary, this committee reviews and acts upon the academic progress of each student enrolled in the program. If satisfactory, the committee recommends progression of the student to the next quarter. If unsatisfactory, the committee recommends whether a student is placed on academic warning, academic probation, extended program, academic leave of absence, or is dismissed. These recommendations are forwarded to the student, the chair of the CHS Student Promotion and Graduation Committee, and the CHS Dean.

Following notification, a student may appeal the recommendation to the CHS Student Promotion and Graduation Committee. The CHS Student Promotion and Graduation Committee will review the student's appeal and make a recommendation to the CHS Dean. The CHS Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean makes the final decision on the action to be taken.

The Student Academic Review Committee also recommends for graduation students who have satisfactorily completed all degree requirements specified by their respective program/school. These recommendations are forwarded to the CHS Student Promotion and Graduation Committee for review. Minutes of each meeting must be filed with the appropriate Program/School Director and the CHS Dean.

CHS Student Promotion and Graduation Committee

This committee is appointed annually by the University Faculty Senate. Members include the CHS Program/School Directors, two faculty members from each program/school within CHS and two faculty members from the basic science departments. The Registrar, Dean of Students, and the CHS Dean or his/her designee are ex-officio members without vote.

At the end of each academic year, the committee reviews the recommendations from the individual Student Academic Review Committees and assesses the academic and professional progress and performance of each student. If satisfactory, the committee recommends promotion of the student. In addition, the committee meets each spring, or as needed, to recommend for graduation all students who have satisfactorily completed all degree requirements specified by their program/school. The committee's recommendations are forwarded to the CHS Dean and the University Faculty Senate for approval. The committee also reviews student appeals of Student Academic Review Committee recommendations. The chairperson of the committee is responsible for submitting minutes of each meeting to the CHS Dean.

Satisfactory Academic Progress

To achieve satisfactory academic progress, a student enrolled in a degree program in CHS must pass all courses and maintain a minimum cumulative grade point average. For most programs in CHS, students are required to maintain a cumulative grade point average of 2.750 or higher. The following programs have exceptions to the minimum 2.750 GPA requirement and/or additional criteria for satisfactory academic progress.

Arizona School of Podiatric Medicine (AZPod): A student enrolled in the Arizona School of Podiatric Medicine must pass all courses and maintain a cumulative grade point average of 2.000 or higher to have achieved satisfactory academic progress.

Clinical Psychology (CP) Program: A student enrolled in the Clinical Psychology Program must pass all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress. In addition, a

student must achieve a minimum grade of "B-" or "P" in all required courses, seminars, and practica. To progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.

Doctor of Health Science (DHS) Degree Program: The academic standing of a student is determined by the student's cumulative grade point average. A student enrolled in the Doctor of Health Science Degree Program must achieve a minimum grade of "B-" in all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress.

Nurse Anesthesia (NA) Program: A student enrolled in the Nurse Anesthesia Program must pass all courses and maintain a cumulative grade point average of 2.750 or higher to have achieved satisfactory academic progress. In addition, a student must achieve a "B-" or higher in all NAAPG curriculum courses. NAAPG courses include: 510, 540, 540L, 541, 541L, 542, 542L, 551, 552, 553, 560, 569, 570, 571, 580, 581, 582, 583, and all clinical rotation and clinical didactic component courses.

Occupational Therapy (OT) Program - Downers Grove Campus: A student enrolled in the Doctor of Occupational Therapy (OTD) Program must pass all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress.

Physician Assistant (PA) Program - Downers Grove Campus: A student enrolled in the Physician Assistant Program must pass all courses and maintain a cumulative grade point average of 2.750 or higher to have achieved satisfactory academic progress. In addition, to progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.

Physician Assistant (PA) Program - Glendale Campus: A student enrolled in the Physician Assistant Program must pass all courses and maintain a cumulative grade point average of 3.000 or higher to have achieved satisfactory academic progress. In addition, to progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter. A student is not able to progress to the clinical year until or unless their cumulative GPA is greater than or equal to 3.000.

Speech-Language Pathology (SLP) Program: A student enrolled in the Speech-Language Pathology Program must pass all didactic courses with a grade of C or higher, pass all clinical courses with a grade of B or higher, and maintain a minimum cumulative grade point average of 3.000 to have achieved satisfactory academic progress.

Academic Progress

| Outcome | Usual Action ¹ | Transcript Notation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No course failures; cumulative GPA \geq 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or \geq 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or \geq 2.000 (AZPod) | Allowed to progress to the next quarter | --- |
| No course failures; one quarter of cumulative GPA $<$ 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or $<$ 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or $<$ 2.000 (AZPod) | Academic warning for the subsequent quarter | Academic warning is not noted on the transcript. |
| One course failure ² ; and/or two quarters of cumulative GPA $<$ 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or $<$ 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or $<$ 2.000 (AZPod) | <p>Academic probation for the subsequent quarter or until all academic requirements are met. In addition, one or more of the following may apply:</p> <p>a) Retake of the failed course if eligible and/or if the course is required</p> <p>b) Academic leave of absence for up to one year until course is retaken or any requirements for re-entry established by the program have been met</p> <p>c) Extended program</p> <p>Note: Students on an extended program may be subject to academic LOA or dismissal after additional course failures or failure to maintain the required cumulative GPA.</p> | <p>"F" grade is listed on transcript and is counted toward GPA calculation and total number of accumulated failures. Following successful retake of the course, the original "F" grade remains on the transcript as an "F" but is no longer factored into the GPA calculation. The new grade will be factored into the GPA.</p> <p>Academic probation and extended program are not noted on transcript. Academic leave of absence is noted on transcript.</p> |
| Three or more quarters of cumulative GPA $<$ 3.000 (CP, DHS, OT-IL, PA-AZ, SLP) or $<$ 2.750 (BIOMED, CVS, NA, OT-AZ, PA-IL, PT) or $<$ 2.000 (AZPod) | <p>a) Academic probation for the subsequent quarter or until all academic requirements are met, or</p> <p>b) Academic leave of absence³ and academic probation, or</p> <p>c) Extended program and academic probation, or</p> <p>d) Dismissal</p> | Academic probation and extended program are not noted on transcript. Academic leave of absence and dismissal are noted on transcript. |
| Two or more course failures ² | <p>a) Academic leave of absence³ and academic probation, or</p> <p>b) Extended program and academic probation, or</p> <p>c) Dismissal</p> <p>Note: Two or more course failures will typically result in dismissal.</p> | Academic probation and extended program are not noted on transcript. Academic leave of absence and dismissal are noted on transcript. |

¹ The Student Academic Review Committee or the CHS Student Promotion and Graduation Committee may recommend any of the options listed among the usual actions described for each academic situation under review.

² WF may be considered as a course failure by a Student Academic Review Committee.

³ May or may not be preceded by academic warning/probation.

Unsatisfactory Academic Progress

If a student fails to make satisfactory progress in completing his/her prescribed course of study, he/she is placed on academic warning, academic probation, extended program, academic leave of absence, or is dismissed. The Student Academic Review Committee or the CHS Promotion and Graduation Committee may recommend any of the options listed among the usual actions described for each academic situation under review.

Students will be notified by the CHS Dean when they are placed on academic warning as a result of their failure to achieve the required minimum cumulative GPA established by their program/school. Any student with academic deficiencies to be addressed by the Student Academic Review Committee shall be notified in writing with a delivery confirmation (i.e., next-day express mail, e-mail or hand-delivery) by the chair of the Student Academic Review Committee at least two working days in advance of the scheduled meeting in which the student's case will be heard. The student may request and shall be permitted to appear before the Student Academic Review Committee (in person or via telephone) to present his/her case. In such instances, the student shall inform the chair of the Student Academic Review Committee, in writing, of his/her desire to appear before the committee or his/her intent to waive this right. If the student chooses to appear before the committee, this prerogative extends to only the involved student and not to any other individuals. A student whose academic progress will be subject to review by his/her Student Academic Review Committee and who wishes to appeal a course grade must do so in an expedited manner prior to the scheduled meeting of the Committee. Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Grade Appeals Policy.

Within two working days following the committee meeting, the chair of the Student Academic Review Committee is responsible for providing notification in writing with a delivery confirmation (i.e., next-day express mail, e-mail, or hand-delivery) to the involved student, informing him/her of the recommendation of the committee. In all instances, the chair of the Student Academic Review Committee shall be responsible for informing the CHS Dean and chair of the CHS Student Promotion and Graduation Committee of each recommendation made by the committee. Following notification of a recommendation by the Student Academic Review Committee, a student may appeal the recommendation to the CHS Student Promotion and Graduation Committee (see Appeal Process). The CHS Student Promotion and Graduation Committee will review the student's appeal and make a recommendation to the CHS Dean. The Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean is responsible for

providing written notification of the final decision to the student and to all appropriate academic support offices (i.e., Registrar, Student Financial Services, etc).

Academic Warning

Academic warning is a formal notification of substandard academic performance and cautions the student that continued performance at this level might result in academic probation. An academic warning is issued when a student earns a cumulative GPA below the minimum GPA required by his/her respective program/school for one quarter and/or when the student fails to meet any other established program academic requirements. An academic warning is in effect for one quarter. Academic warning is not noted on the student's transcript but is noted in the student's academic file that is kept in the program office. If the student achieves the minimum standard of academic performance required by the program/school during the quarter of academic warning, the student is returned to good academic standing. This is also noted in the student's file.

Academic Probation

Academic probation represents notice of unsatisfactory academic progress. Academic probation typically occurs when the student fails a class during his/her academic program and/or earns a cumulative GPA below the minimum required by his/her respective program/school for two quarters (which do not have to be consecutive) and/or when the student fails to meet any other established program academic requirements. Academic probation is not noted on the student's transcript but is noted in the student's academic file in the program/school office. The student remains on academic probation until the failure is successfully repeated and/or the cumulative GPA is at or above the program's required minimum and all deficiencies have been corrected. Subsequently, when the student is returned to good academic standing, this is also noted in the student's file.

Extended Program

When a student is not allowed to progress in the standard program curriculum due to course failure, failure to maintain the required cumulative GPA for two or more quarters, and/or failure to meet any other established program academic requirement, the Student Academic Review Committee may place the student on an extended program. While on an extended program, students will be permitted to take elective courses or to retake courses in which they have received a grade of "C" or less. Students will be able to resume the standard program curriculum upon successful completion of all programmatic requirements.

Extended program is not noted on the student's transcript. Leave of absence will be noted on the transcript for periods of non-enrollment during the extended program period.

Academic Leave of Absence

Academic leave of absence may occur when a student has failed one or more courses, has accumulated two or more quarters when the cumulative GPA is less than required by his/her program/school, or has not met programmatic criteria required to proceed in the curriculum. Academic leave of absence may or may not be preceded by academic probation. This action results in the suspension of the student from all academic courses for a period of up to one year, or until all program/school requirements for re-entry have been fully met. A mandatory academic leave of absence is noted on the student's transcript.

The student who has been placed on a mandatory academic leave of absence does not have to re-apply for admission and is guaranteed reentry into his/her academic program upon successful completion of all failed courses and/or when all programmatic requirements are met. Upon reentry to the academic program, the student is routinely placed on academic probation for the following quarter.

Academic Dismissal

A student may be dismissed from the College for academic reasons upon the recommendation of the program/school's Student Academic Review Committee. The dismissal is based on the determination that the student has not satisfactorily demonstrated that he/she can successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program/school. Students who accumulate two or more failures or three quarters below the minimum required grade point average may receive a recommendation for dismissal. The course failures and/or the three-quarters with less than the required minimum cumulative GPA do not have to be consecutive.

Retake of a Failed Course

If a student passes a repeated course, the original failure remains on the transcript as an "F" grade and is included in the total number of accumulated failures in the student's academic record. The grade from the original failed course is no longer used in the computation of the GPA following repeat of the course. The grade from the repeated course will be factored into the overall GPA.

Under exceptional circumstances, such as academic probation or extended program, students may retake a Midwestern University course in which they have earned a "C." The Program/School Director and the CHS Dean must approve this retake option. Typically, a maximum of three courses with "C" grades can be retaken, and a course may only be retaken once. The original "C" grade will remain on the transcript but will not be used in the computation of the GPA following the completion of the repeated course. The new grade will be factored into the overall GPA.

All repeated courses are subject to additional tuition. Students should consult with their financial aid advisor regarding the financial implications of repeated coursework.

Some programs may allow students to take equivalent courses at another accredited university as a replacement for a failed course or for the purpose of raising their cumulative GPA. In order to qualify as replacement credits, such courses must be at the graduate level and must be approved by the Midwestern University Program Director before the grades can be accepted for transfer. These courses and assigned grades will be recorded on the transcript along with the equivalent Midwestern University courses and assigned grades. The original "C" and "F" grades will remain on the transcript but only the new grades will be factored into the overall GPA.

Readmission After Dismissal for Poor Academic Performance

It is at the discretion of each CHS academic program to readmit a student who has been dismissed for poor academic performance. To initiate the reapplication process, candidates must complete and submit a new application and proceed through the standard application process established by the program. Before reapplying, however, individuals should seek the advice of an admissions counselor. It is expected that the individual would have addressed documented deficiencies before reapplication and be able to demonstrate that he/she meets all admission requirements and technical standards of the program.

The program/school's Admissions Committee will review completed applications of candidates and submit recommendations to the Program/School Director for action. The CHS Dean, via the Office of Admissions, then notifies applicants in writing of admission decisions.

No guarantee of readmission is implied, and questions related to advanced standing and similar issues will be addressed as they are for new applicants. Reapplications are allowed only within the first two years following dismissal and readmission will be granted only once.

Advanced Placement/Exemption from Coursework

Some programs in CHS may allow for the transfer of credits from coursework completed at other institutions prior to matriculation at Midwestern University. All requests for advanced standing by newly admitted or transfer students are processed on a course-by-course basis by the Program/School's admissions committee. To request such consideration, a student must submit a letter of request to the Program/School Director in which the student lists a course(s) previously taken which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. The Admissions Committee will share the

submitted course materials with the appropriate course director to determine if the course(s) is an appropriate substitute. All requests must be submitted prior to matriculation. Each program/school determines the minimum letter grade of coursework for advanced standing. Typically, advanced standing will only be considered for coursework in which a letter grade of "C" or better has been earned. A "C-" letter grade is not acceptable for advanced standing consideration. Some programs/schools may have additional requirements. If the Admissions Committee denies the request for advanced standing, the student may appeal this decision to the CHS Dean.

If a course is accepted for credit, the equivalent Midwestern University course and the Advanced Placement (AP) notation will be recorded on the transcript along with the name of the institution at which the credit was earned. Any earned letter grade will not be included on the transcript or used in the GPA calculation.

Appeal Process

Following notification of a recommendation from the Student Academic Review Committee, a student may appeal the recommendation. He/she has three working days to submit a formal written appeal of the recommendation to the CHS Student Promotion and Graduation Committee. The appeal must be submitted in writing and delivered to the chair of the CHS Student Promotion and Graduation Committee and the Office of the Dean within this three-day period. A narrative explaining the basis for the appeal should accompany the request. An appeal must be based on one of the following documented premises:

- Bias of one or more members of the Student Academic Review Committee.
Note: The student must present specific evidence that the committee member(s) demonstrated bias against him/her in conducting the academic review process.
- Material, documentable information not available to the committee at the time of its initial decision.
Note: The student must provide a detailed explanation of why the new information is relevant and why it was not made available to the committee members during the academic review process. The student should be prepared to produce pertinent documentation at the appeal meeting.
- Procedural error.
Note: The student must provide evidence that the committee did not correctly follow the procedures related to the conduct of the academic review process; for example, the student was not given notice of the meeting or committee recommendation in accordance with stated policies.

The CHS Student Promotion and Graduation Committee will review student appeals. A majority of faculty members on

each committee must be from outside the program/school from which the student is appealing. One member of the appeal committee must be from the student's program/school and is a non-voting member. The committee will review and assess the student's appeal. Any student requesting an appeal shall be notified in writing with a delivery confirmation (i.e., next-day express mail, e-mail or hand-delivery) by the chair of the committee at least two working days in advance of the scheduled meeting in which the student's case will be heard. The student may request and shall be permitted to appear before the committee (in person or via telephone) to present his/her case. In such instances, the student shall inform the chair of the committee, in writing (i.e., e-mail or hand-delivery), of his/her desire to appear before the committee or his/her intent to waive this right. If the student chooses to appear before the committee, this prerogative extends to the involved student only and not to any other individuals. The committee may request that a course director and/or faculty advisor attend the meeting to provide additional information about the student's case. After review of the appeal, the committee chair submits the committee's recommendation to the Dean and notifies the chair of the Student Academic Review Committee. Upon receipt of the Student Promotion and Graduation Committee's recommendation, the Dean will make a decision, typically within ten working days, and then notify the student, the chairs of the Student Academic Review Committee and the CHS Student Promotion and Graduation Committee, and all appropriate support offices. The decision of the Dean is final.

Students must attend all didactic courses in which they are registered until the appeal process is complete. Students who fail a core or prerequisite course should consult with the Program/School Director regarding attendance in courses in the subsequent quarter. Students registered in a clinical course (rotation, practicum, etc.) may be placed on a mandatory academic leave of absence until the appeal process is finalized.

Auditing a Course for Remedial Purposes

The Student Academic Review Committee may determine that a student should be enrolled in a previously taken course on a temporary, audit basis. Under these circumstances, a student can attend classes and labs, receive handouts, and participate in exams to assess learning on an informal, non-graded basis. No course credits or grade may be earned for an audited course. Please refer to the Midwestern University Catalog Academic Policies section for a complete description of the Course Auditing Policy.

Class Standing

To progress to the next year in a professional program/school of the College, students must have completed all academic requirements for the preceding year of the professional program/school curriculum.

Course Prerequisites

Prerequisites for courses may be established by the program/school or department that administers the course. Prerequisites are recommended to the CHS Curriculum Committee for approval and are listed with the course description in the Midwestern University Catalog. On a case-by-case basis, prerequisites may be waived upon approval by the chair of the department or director of the program/school that delivers the course.

Faculty Mentor Program

Most CHS academic programs assign a faculty mentor to students in each entering class. The faculty mentor assists with academic concerns. In addition to these faculty mentors, the CHS Dean, Assistant Dean, and the Dean of Students are also available to assist students. The student determines the

amount of interaction with his/her faculty mentor. It is the student's responsibility to initiate contact with the faculty mentor for assistance.

CHS faculty mentors act as liaisons between the faculty and students. Their responsibilities include:

1. Serving as the student's advisor and academic/professional counselor;
2. Overseeing and monitoring the academic progress and professional growth of the student;
3. Assisting the student in seeking academic and personal counseling services provided by the institution;
4. Serving as an advocate for the student;
5. Counseling the student during his/her selection of a career within the profession.

Grades

Students receive letter grades corresponding to the level of achievement in each course, based on the results of examinations, required course work, and, as applicable, other established criteria. The letter grades, percent ranges, and quality points per credit are as follows:

| Grade | Percent (%) | Quality Points (per credit) | Comments |
|-------|-------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 93-100 | 4.000 | - |
| A- | 90-92 | 3.670 | - |
| B+ | 87-89 | 3.330 | - |
| B | 83-86 | 3.000 | - |
| B- | 80-82 | 2.670 | - |
| C+ | 77-79 | 2.330 | Does not apply to the Clinical Psychology, Nurse Anesthesia, or DHS Programs |
| C | 70-76 | 2.000 | Does not apply to the Clinical Psychology, Nurse Anesthesia, or DHS Programs |
| F | < 70 | 0.000 | - |
| F | < 80 | 0.000 | For the Clinical Psychology, Nurse Anesthesia, and DHS Programs |
| I | - | 0.000 | An Incomplete grade may be assigned by an instructor when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades will be resolved within 10 calendar days from the end of final examinations for the quarter or they will automatically be converted to a grade of "F." In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade with notice to the Registrar. |
| IP | - | 0.000 | An In-Progress grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter. |
| P | - | 0.000 | Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of 'P' is counted toward credit hour accruals for graduation but does not affect GPA calculations. |
| F | - | 0.000 | Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of "F" is counted toward credit hour accruals as attempted but not completed. Grade of "F" is calculated into the GPA (quality points are lowered due to unsuccessful course completion). |
| W | - | 0.000 | Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. |
| WF | - | 0.000 | Withdrawal Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the program/school. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. "WF" may be considered as a failure by a Student Academic Review Committee. Multiple "F's" and "WF's" may be grounds for dismissal. |
| AU | - | 0.000 | This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. |
| AP | - | 0.000 | This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement is applied toward credit hour accruals, but is not counted in the GPA calculation. |

Grade Point Average

The grade point average (GPA) is determined by calculating the total number of quality points earned and dividing them by the total number of credits carried. The total quality points earned for each course is determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The student's cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated initially at the end of the first quarter of enrollment and does not include any grades or credits for courses audited or accepted for advanced standing or for courses with a grade of withdrawal (W), withdrawal failing (WF), or pass (P). Additionally, failing (F) grades for courses that are successfully repeated are not included in the GPA. Under exceptional circumstances and with the approval of the Program/School Director and Dean, students may retake a course in which they received a grade of "C." In such cases, the original grades remain on the transcript but only the new grades are used in the computation of the GPA.

Graduation

The following degrees will be conferred upon candidates who have completed all academic requirements, satisfied all financial obligations, and completed all graduation requirements: Master of Biomedical Sciences, Master of Arts in Biomedical Sciences, Master of Science in Cardiovascular Science, Master of Arts in Clinical Psychology, Doctor of Psychology in Clinical Psychology, Doctor of Health Science, Master of Science in Nurse Anesthesia, Doctor of Nurse Anesthesia Practice, Master of Occupational Therapy, Doctor of Occupational Therapy, Doctor of Physical Therapy, Master of Medical Science in Physician Assistant Studies, Doctor of Podiatric Medicine, or Master of Science in Speech-Language Pathology.

Immunization Policy

Full-time students enrolled in a program with a clinical component are required to have all immunizations and titers as outlined in the general policy section of the Student Handbook. Full-time students enrolled in a program without a clinical component are required to have all immunizations, but are not required to have titers. Part-time students enrolled in a program without a clinical component are not required to have immunizations or titers.

Leave of Absence

Please refer to the Northwestern University Catalog Academic Policies section for a complete description of the Leave of

Absence Policy. Before voluntarily requesting a leave for personal reasons or after being placed on a mandatory leave for academic reasons, a student must make an appointment with the appropriate Program/School Director and representative from the Dean's Office to discuss the implications of the leave of absence and a revised program of study, if applicable. Typically, a single leave of absence will not exceed 12 months, and consecutive or multiple interrupted leaves of absence will not exceed 18 months. Periods of non-enrollment do not count towards the maximum allotted time for completion of academic programs.

Professional Conduct

Students are expected to emulate the legal, moral, and ethical standards expected of professionals and display behavior that is consistent with these qualities. A Code of Responsibilities and Rights of the Students of Northwestern University is included in Appendix 1 of the MWU Student Handbook. This code clearly states the mode of behavior that is expected of students and covers both on-campus and off-campus activities. Students are expected to read and follow this code.

Unsatisfactory professional behavior, as defined in Appendices 2 and 4 of the MWU Student Handbook, is subject to disciplinary sanctions that may preclude a student's academic progress in their program of study. The Dean of Students investigates formal complaints concerning student misconduct and recommends disciplinary action to the CHS Dean. A student who is found to have engaged in improper conduct is subject to disciplinary action which includes, but is not limited to, disciplinary warning/probation, temporary suspension, or dismissal. Disciplinary warning/probation are not noted on the transcript but are kept in the student's disciplinary file. Disciplinary suspension and disciplinary dismissal are noted on the student's transcript. Disciplinary information may be shared with clinical sites that are affiliated with Northwestern University educational programs.

Transfer Policy

Students are expected to complete their degree requirements at the campus to which they originally matriculated. Transfer between campuses is permitted only under extenuating and specific circumstances for enrolled students that are in good academic standing. Students should consult first with the Program Director and then with the Office of the Dean to discuss the process.

PHYSICIAN ASSISTANT PROGRAM

MISSION

The Midwestern University Physician Assistant Program is committed to educate and mentor students in a setting that cultivates excellence and prepares compassionate, competent physician assistants to serve in a changing healthcare environment.

ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by Midwestern University-Glendale.

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 March 2018. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

DEGREE DESCRIPTION

The professional curriculum leads to a Master of Medical Science in Physician Assistant Studies (M.M.S.). This full-time 27-month professional program offers students the opportunity to earn a graduate degree and satisfy the eligibility requirements for the PA national certifying examination. The PA program does not offer an extended course of study beyond the usual length of the program. The maximum allotted time for completion of this program is 40.5 months. The roles and specific clinical duties and responsibilities that graduates can expect to experience will vary depending on their chosen career path. PA Program graduates are expected to have the ability to competently perform patient histories and physicals, gather pertinent patient data, order and interpret diagnostic studies, recognize

common diseases and disorders, choose appropriate therapeutic modalities, perform minor surgical procedures, manage emergency life-threatening conditions, promote health through counseling, education, and disease prevention, and demonstrate interpersonal skills consistent with the physician assistant role. The program is a combination of didactic and clinical education with the first 13.5 months covering a variety of didactic courses.

The didactic coursework includes basic medical science coursework in anatomy, physiology, biochemistry, pharmacology and pharmacotherapeutics, and microbiology. It also includes clinical preparatory coursework in clinical medicine, pediatrics, behavioral medicine, psychiatry, women's health, and emergency medicine and surgical principles. During the remaining 13.5 months, students rotate through seven required core clinical rotations and two elective rotations.

The second-year clinical program is delivered at affiliated clinical sites and facilities. These sites are geographically and demographically diverse, reflecting the broad scope of practice opportunities that exist for PAs in the healthcare delivery system of this country. Sites include ambulatory practice settings, small and large office-based group practices, community and migrant health centers, inpatient settings involving large and small hospitals, as well as federal and state facilities. These sites are in urban, suburban, and rural communities. In addition, the program has established formal affiliations with clinical facilities and practitioners in Arizona as well as a number of other states. As part of the clinical education phase of the program, students enrolled in the MWU PA Program will likely be assigned to clinical rotations that reflect this geographic and demographic diversity. Students are required to complete a minimum of one clinical rotation in a rural/medically-underserved community.

ADMISSIONS

The Midwestern University PA Program considers applicants who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. The admissions environment is

highly selective with more than 2,000 applications received each year.

Completed applications received on or before the application deadline are reviewed to determine applicant eligibility for interviews. Interviews are typically held between August and March. The PA Program conducts rolling admissions and admissions decisions are generally made within two weeks following an interview. Candidates are notified of their status shortly thereafter. Cumulative and science grade point averages (GPAs), Graduate Record Examination (GRE) general test scores, letters of recommendation, health care experience, knowledge of the profession, and motivation for a PA professional career will all be considered when reviewing applicant files.

Admission Requirements

Students seeking admission to the PA Program must submit the following documented evidence:

- All applicants must apply through the Centralized Application Service for Physician Assistants (CASPA) and meet the published admission criteria.
- Minimum cumulative science and overall GPA of 3.00 on a 4.00 scale.
- Scores from the Graduate Record Examination (GRE) general test to the Office of Admissions by December 1st using the Midwestern University institution code 4160.
 - Only test scores earned in the last five years are acceptable
 - Applicants are expected to achieve a score at or above the 50th percentile in each section
 - For additional information about the GRE, contact Educational Testing Services (ETS) at 609/771-7670 or 866/473-4373 or visit www.ets.org/gre
- Completion of prerequisite courses as listed below from regionally accredited colleges or universities.
 - All prerequisite courses must be completed with a grade of a C or better
 - Life experience credits do not count toward fulfillment of any prerequisite courses
 - Courses in which "credit" or grades of "pass" are earned will be counted only when applicants can provide verification that the earned grades were equivalent to grades of C or better (grades of C- are not acceptable)
- Completion of prerequisite courses prior to matriculation.
- Applicants must determine which prerequisites are missing and which courses must be taken to fulfill any outstanding prerequisites.
- Completion of a bachelor's degree from a regionally accredited college or university before matriculation.

- Motivation for and commitment to health care as demonstrated by paid direct patient care hours, volunteer work, shadowing, or other life experiences.
- Demonstration of service and leadership through community service or extracurricular activities.
- Oral and written communication skills necessary to interact with patients and colleagues.
- Satisfactory Midwestern University criminal background check.
- Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
- Successful completion of all required immunizations prior to matriculation.

Prerequisite Courses

| Course | |
|----------------------------------------------------------------------------|------------------------|
| *Biology with lab (must include at least 4 hours of Anatomy) | 8 Sem/12 Qtr hours |
| *General Chemistry with lab | 8 Sem/12 Qtr hours |
| *Organic Chemistry with lab | 4 Sem/6 Qtr hours |
| Math (college algebra or above) | 3 Sem/4 Qtr hours |
| English Composition | 6 Sem/9 Qtr hours |
| Social and Behavioral Sciences (sociology, psychology, anthropology, etc.) | 6 Sem/ 9 Qtr hours |
| *Biochemistry (not required, but strongly recommended) | 4-8 Sem/6-12 Qtr hours |
| Statistics | 3 Sem/4 Qtr hours |

* All science prerequisites must be courses designed for science majors. No survey courses will fulfill science prerequisites. No online labs will be accepted.

Application Process and Deadlines

- CASPA Application
Completed applications with all required materials must be submitted to the Centralized Application Service for Physician Assistants (CASPA) at www.caspaonline.org by October 1st. Please refer to the CASPA application instructions for specific details about completing the application, required documents, and processing time. CASPA applications are available beginning in April of the academic year preceding the year in which applicants plan to matriculate. Due to the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their CASPA applications early in the cycle. Applications are reviewed continuously throughout the admissions cycle.
- Letters of Recommendation
Applicants are required to submit a minimum of two letters of recommendation from professionals to CASPA (www.caspaonline.org). The Office of Admissions will

only accept letters of recommendation received directly from CASPA. It is preferred, but not required, that one letter be written by a science professor who has actually taught the student or a prehealth advisory committee. The second letter can be written by any one of the following: prehealth advisory committee, prehealth advisor, college professor, or health care professional (preferably a PA) who knows the applicant well. Please refer to the CASPA application instructions for specific guidelines and requirements for submitting letters of recommendation. The Office of Admissions must receive letters of recommendation no later than December 1st.

3. GRE Scores

Applicants are required to submit official GRE general test scores to Northwestern University. The MWU institutional code for submitting scores is 4160. Only test scores earned during the previous five years and sent directly from the Educational Testing Service (ETS) will be accepted. The Office of Admissions must receive official GRE scores no later than December 1st.

4. Completed Applications

The Office of Admissions will send letters verifying receipt of the CASPA application to all applicants who meet the minimum cumulative science and overall GPA requirement of 3.00. Letters will also include instructions on tracking application status online. Applicants are responsible for tracking the receipt of their application materials to ensure the submission of all required documents. Applicants will only be considered for entrance into the Program when the Office of Admissions has received all required application materials which must be received no later than December 1st. In-progress prerequisite courses must be completed prior to matriculation.

- Advanced placement credit may be awarded for comparable Northwestern University courses only. Advanced placement credit is considered once applicants have been accepted into the Physician Assistant Program. Credit is not guaranteed and is awarded on a course-by-course basis consistent with the CHS Advanced Placement Policy.
- Once the admissions cycle is underway, the Northwestern University Physician Assistant Program strongly encourages applicants to provide the Office of Admissions with updates to their application (i.e. transcripts of courses completed since the initial application).
- Once a CASPA Application is submitted, the Northwestern University Physician Assistant Program faculty are not permitted to discuss an application with the applicant other than at a formal interview. If you have an open and pending application please address all inquiries to the Office of Admissions.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address

or e-mail address. All requests for application withdrawal must be made in writing via e-mail, fax, or letter to the Office of Admissions:

Northern University
Office of Admissions
19555 North 59th Avenue
Glendale, AZ 85308
623/572-3215 or 888/247-9277
admissaz@northwestern.edu

Interview and Selection Process

After the Office of Admissions receives CASPA application reports, applicant files are reviewed to determine whether applicants merit an interview. The following criteria are used to select the most qualified candidates for interview invitations: GPA, GRE general test scores, letters of recommendation, healthcare experience, knowledge of the profession, and motivation for a PA career. Evaluation of completed applications will begin in July and continue until all seats in the class are filled. Eligible candidates are typically invited to interview during the months of August through March. Applicant files may also be placed on an interview wait list pending possible openings toward the end of the interview cycle. Applicants selected to interview will be notified by letter or telephone of available dates and asked to contact the Office of Admissions to confirm one of the dates offered. Letters of confirmation will be sent to applicants that include travel information for visiting the MWU campus (i.e., directions to campus and local lodging information).

A typical interview day on campus involves participation in the following activities, which are coordinated by the Office of Admissions: a presentation by the PA Program Director or Chair of the PA Admissions Committee, interaction with faculty members, meetings and lunch with current Northwestern University students, and a campus tour. During each interview session, prospective students may be asked about their academic, personal, and professional aspirations and preparedness for admission to the Program. Prospective students will be rated on a standardized evaluation form, which is included with the applicant's file and forwarded to the PA Admissions Committee for review.

The PA Admissions Committee meets within two weeks after interviews have concluded. The Committee reviews complete application files for all applicants who were interviewed, formulates recommendations, and then submits recommendations to the Program Director for action. The CHS Dean, via the Office of Admissions, notifies applicants in writing of their admissions status. All applicants receive notification regarding their status by the end of March, but many will be offered seats following their interviews and subsequent Admissions Committee meetings.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
- **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
- **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
- **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
- **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

After receiving either a denial or end-of-cycle letter, prospective students may reapply for the following year's admissions cycle. Before reapplying, however, applicants are encouraged to seek input on strengthening their application from a counselor in the Office of Admissions after the admissions cycle is officially over. To initiate the reapplication process, prospective students must complete and submit new applications and proceed through the standard application procedures.

Transfer Policy

MWU PA Program does not accept transfer students from other programs.

GRADUATION REQUIREMENTS

To qualify for the degree Master of Medical Science in Physician Assistant Studies (M.M.S.), students must:

1. Follow an approved course of study leading to the completion of all master's requirements.
2. Satisfactorily complete all professional courses with a minimum cumulative grade point average of 3.00; and no unremediated course failures.
3. Pass all of the Summative evaluations.
4. Satisfactorily complete the required 142.5 credit hours in the overall course of study.
5. Receive a favorable recommendation for master's degree conferral from the PA Program Student Academic Review Committee and the CHS Student Promotion and Graduation Committee.
6. Be recommended for conferral of the master's degree by the University Faculty Senate.
7. Settle all financial accounts with the University, and
8. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

CERTIFICATION/LICENSURE REQUIREMENTS

To practice in most states, including Arizona, students must successfully complete a PA Program accredited by the ARC-

PA. Students must also pass the certifying examination administered by the National Commission on Certification of Physician Assistants (NCCPA).

For further information regarding the certifying examination, contact: National Commission on Certification of Physician Assistants, Inc., 12000 Findley Road, Suite 100, Johns Creek, GA. 30097-1409; [678/417-8100]; www.nccpa.net

CURRICULUM

The PA Program reserves the right to alter its curriculum, however and whenever, it deems appropriate. Information in this catalog does not establish a contractual relationship between MWU and the student.

Total Credits in the Professional Program: 142.5

First Professional Year:

Total Quarter Credit Hours Required: 72

Summer Quarter 2017

| | | | |
|-------|------|-------------------------------------------------------|---|
| ANATG | 1553 | Human Anatomy and Embryology (with Gross Anatomy Lab) | 7 |
| BIOCG | 551 | Human Biochemistry | 4 |
| PASSG | 553 | Health Professionalism | 1 |
| PASSG | 556 | Medical Interviewing and Documentation | 2 |
| PASSG | 560 | Epidemiology and Evidence-Based Medicine | 2 |

Total 16

Fall Quarter

| | | | |
|-------|-------|-----------------------------------------|-----|
| COREG | 1560B | Interprofessional Healthcare | 0.5 |
| PASSG | 565 | Clinical Medicine I | 4 |
| PASSG | 567 | Pediatrics I | 1.5 |
| PASSG | 587 | Medical Ethics | 1 |
| PASSG | 1569 | Physical Diagnosis | 4 |
| PHARG | 566 | Pharmacology and Pharmacotherapeutics I | 3 |
| PHYSG | 1575 | Human Physiology I | 4 |

Total 18

Winter Quarter

| | | | |
|-------|-------|------------------------------|-----|
| COREG | 1570B | Interprofessional Healthcare | 0.5 |
| MICRG | 570 | Microbiology | 3 |
| PASSG | 570 | Clinical Medicine II | 5 |

| | | | |
|--------------|------|------------------------------------------|-----------|
| PASSG | 574 | Clinical Laboratory Medicine | 2 |
| PASSG | 578 | Pediatrics II | 1.5 |
| PHARG | 570 | Pharmacology and Pharmacotherapeutics II | 3 |
| PHYSG | 1586 | Human Physiology II | 4 |
| Total | | | 19 |

Spring Quarter 2018

| | | | |
|-------|-------|--------------------------------------------|-----|
| COREG | 1580B | Interprofessional Healthcare | 0.5 |
| PASSG | 571 | Therapeutic and Diagnostic Skills | 1.5 |
| PASSG | 573 | Basic Electrocardiography | 1.5 |
| PASSG | 575 | Women's Health | 2 |
| PASSG | 580 | Clinical Medicine III | 5 |
| PASSG | 582 | Emergency Medicine and Surgical Principles | 3 |
| PASSG | 588 | Psychiatry and Behavioral Medicine | 2.5 |
| PHARG | 580 | Pharmacology and Pharmacotherapeutics III | 3 |

Total 19

Second Professional Year:

Total Quarter Credit Hours Required: 56.5

Summer Quarter

| | | | |
|-------|-----|--------------------------------------|-----|
| PASSG | 680 | Preparation for Clinical Phase (PCP) | 1.5 |
| PASSG | 681 | Clinical Medicine IV | 2 |
| PASSG | 682 | Clinical Simulation | 2 |
| PASSG | 685 | Advanced Cardiac Life Support (ACLS) | 1 |
| PASSG | 687 | Evidence-Based Medicine (EBM) Cases | 2 |
| | | Required Clinical Rotation | 6 |

Total 14.5

Fall Quarter

| | | | |
|-------|-------|------------------------------------------|----|
| PASSG | 665-A | Master's Portfolio | 1 |
| PASSG | 675 | Clinical Assessment Day I | 1 |
| | | Required and Elective Clinical Rotations | 12 |

Total 14

| | | | |
|-----------------------|-------|------------------------------------------|-----------|
| Winter Quarter | | | |
| PASSG | 665-B | Master's Portfolio | 1 |
| PASSG | 678 | Mid-Year Evaluation | 1 |
| | | Required and Elective Clinical Rotations | 12 |
| Total | | | 14 |

Spring Quarter 2019

| | | | |
|--------------|-------|------------------------------------------|-----------|
| PASSG | 665-C | Master's Portfolio | 1 |
| PASSG | 676 | Clinical Assessment Day II | 1 |
| | | Required and Elective Clinical Rotations | 12 |
| Total | | | 14 |

Third Professional Year:

Total Quarter Credit Hours Required: 14

Summer Quarter

| | | | |
|--------------|-----|------------------------------------------|-----------|
| | | Required and Elective Clinical Rotations | 12 |
| PASSG | 686 | End-of-Year Evaluation | 1 |
| PASSG | 688 | Cumulative Review and Examination Week | 1 |
| Total | | | 14 |

Required Clinical Rotations

| | | | |
|-------|-----|--------------------------------|---|
| PASSG | 691 | Emergency Medicine | 6 |
| PASSG | 692 | Family Medicine/Primary Care | 6 |
| PASSG | 693 | Internal Medicine | 6 |
| PASSG | 694 | Pediatrics | 6 |
| PASSG | 695 | Psychiatry/Behavioral Medicine | 6 |
| PASSG | 696 | Surgery | 6 |
| PASSG | 697 | Women's Health | 6 |
| PASSG | 698 | Elective Rotation I | 6 |
| PASSG | 699 | Elective Rotation II | 6 |

COURSE DESCRIPTIONS

Years 1 and 2: Required Preclinical Courses

ANATG 1553 Human Anatomy and Embryology (with Gross Anatomy Lab)

This course presents the anatomy of the human body and relevant embryological development in a lecture and laboratory format. The emphasis is on the relationship of form and function and the use of anatomy in physical

diagnosis. Laboratory sessions include dissection of human cadavers. Student progress is evaluated through written and practical examination.
7 credits

COREG 1560B, 1570B, 1580B Interprofessional Healthcare
The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.
Each course 0.5 credits

BIOCG 551 Human Biochemistry
Biochemistry is concerned with the functioning of cellular constituents at the molecular level in health and how their functions are altered in disease. Biochemistry is fundamental to understanding all branches of the life sciences. Topics include cellular energy metabolism, signal transduction, cell biology, medical genetics, complete blood count, anemia, diabetes, and hemostasis tests.
4 credits

MICRG 570 Microbiology
The course is organized by organ system and the major infectious diseases affecting each of these are discussed. Focus is on the etiology, pathogenesis, clinical manifestations and diagnosis of these selected diseases.
3 credits

PASSG 553 Health Professionalism
The purpose of this course is to provide the student with a holistic understanding and perspective of the PA profession. Topics that illustrate the challenges faced by PAs in clinical practice and the challenges PAs may encounter as they make the transition from a student to a professional will be discussed. Such topics include communication techniques with patients, confidentiality issues, ethical issues, and cultural sensitivity. The goal of this course is to better prepare students for the PA profession.
1 credit

PASSG 556 Medical Interviewing and Documentation
The purpose of this course is to create an awareness and understanding of the art of interviewing and communicating with patients and other health care professionals. It presents a biopsychosocial and family systems approach for

understanding individual and family developmental stages throughout the life cycle, and the importance in obtaining medical history as well as interacting with patients. The course focuses on creating a medical record that accurately reflects the medical interview and establishes the competency of the PA. Topics involving communication techniques with patients, confidentiality issues, ethical issues, and cultural sensitivity will also be addressed.

2 credits

PASSG 560 Epidemiology and Evidence-Based Medicine

The purpose of this course is to provide the PA student with an overview of basic epidemiologic principles and an introduction to evidence-based medicine (EBM). The students will be taught the core concepts that can be used to critique medical literature and then apply these epidemiological and EBM skills to clinical scenarios, using case studies as examples.

2 credits

PASSG 565, 570, 580 Clinical Medicine I, II, III

The purpose of the Clinical Medicine series is to introduce students to diseases and conditions commonly encountered in ambulatory-based primary care medicine. Lectures emphasize the epidemiology, pathophysiology, presentation and course of the disease, plus diagnostic and treatment modalities of each disease presented. Students participate in weekly problem-based learning sessions where they have the opportunity to develop competence in writing SOAP (Subjective, Objective, Assessment and Plan) notes. Students gain experience in formulating a differential diagnosis and creating an effective management plan, including prescription writing.

PASSG 565: 4 credits; PASSG 570: 5 credits; PASSG 580 5 credits

PASSG 567, 578 Pediatrics I, II

These courses will provide overall instruction in the evaluation and management of the pediatric patient from the neonatal period through adolescence. The course will cover common conditions and abnormalities encountered in the pediatric population. The course will include common acute and chronic illnesses, genetic and chromosomal abnormalities, developmental abnormalities and an introduction to wellness and prevention in the neonate, child, and adolescent.

PASSG 567: 1.5 credits; PASSG 578: 1.5 credits

PASSG 571 Therapeutic and Diagnostic Skills

This course emphasizes skill development in performing routine therapeutic procedures and competence in managing therapeutic interventions. Areas of skill development include (at a minimum) injections, suturing and wound care, casting,

splinting, venipuncture, and intravenous therapy.

1.5 credits

PASSG 573 Basic Electrocardiography

The purpose of this course is to introduce students to reading and interpreting the findings on rhythm strips and twelve-lead electrocardiograms. Students will learn how to determine heart rate, intervals, axis, chamber enlargement or hypertrophy, signs of ischemia and infarcts, and the effects electrolyte abnormalities and medications can have on the myocardium. Additionally, students will learn to recognize various arrhythmias, including atrial dysrhythmias, junctional dysrhythmias, ventricular dysrhythmias, and heart block.

1.5 credits

PASSG 574 Clinical Laboratory Medicine

The purpose of Clinical Laboratory Medicine is to guide the PA student through diagnostic tests and procedures associated with medical illnesses encountered in the clinical setting. This course is aligned closely with the Clinical Medicine curriculum, integrating pathophysiology and diagnosis of illness with the appropriate diagnostic studies and their interpretation. The PA student will develop critical thinking skills through the use of clinical case studies, small group application and examinations.

2 credits

PASSG 575 Women's Health

The purpose of this course is to introduce the first-year physician assistant (PA) student to the principles of women's health, including topics such as sexually transmitted infections, menstrual abnormalities, health maintenance, gynecologic oncology, prenatal care and normal and abnormal labor and delivery. This course will provide the PA student with fundamental knowledge and skills critical for success in the second year and relevant to a PA in a variety of practice settings, including obstetrics/gynecology, primary care, emergency medicine and surgery.

2 credits

PASSG 582 Emergency Medicine and Surgical Principles

The Emergency Medicine and Surgical Principles course is designed to develop an approach to problems frequently encountered in the Emergency Department and to expose students to the role of the PA in surgical practice. Course goals related to emergency care also include review of the triage process and recognition of principles of intervention for life threatening emergencies as well as management and disposition of non-emergent patients. Elements of surgical care will include the pre-, intra- and post-operative care of the patient.

3 credits

PASSG 587 Medical Ethics

This course is an introductory exploration of a variety of issues central to the ethical dimensions of medicine. Course objectives include the development of critical skills for evaluating and articulating ethical and philosophical claims, arguments, and goals; to encourage reflection on personal and professional moral commitments in the practice of medicine and promote discussion between professionals; to improve ability to communicate effectively with patients; and to reflect on the relationships among moral, professional, and legal obligations of clinicians.

1 credit

PASSG 588 Psychiatry and Behavioral Medicine

This course presents a two-fold approach to issues in behavioral medicine and psychiatry. 1) A biopsychosocial and family systems model of the individual and family developmental stages present throughout the life cycle, and 2) an introduction to the major psychopathologies encountered in clinical practice. Emphasis is placed on medical assessment, diagnostic criteria, clinical management, and first-line treatments. Topics covered include behavioral problems of childhood, domestic violence, clinician well-being and stress management, normal and abnormal sexuality, features and treatment of anxiety, mood disorders, and substance-related disorders, trauma, chronic illness, aging, and end of life care. Case histories and audio-visual presentations will enhance the student's understanding.

2.5 credits

PASSG 680 Preparation for Clinical Phase (PCP)

Preparation for the Clinical Phase (PCP) is designed to prepare students for the clinical training phase of the Physician Assistant Program. PCP focuses on reviewing pertinent professional issues, confidentiality of patient information, proper conduct on rotations and medical documentation. Topics that illustrate the challenges faced by PAs in clinical practice and the challenges PAs may encounter as they make the transition from a student to a professional will also be covered.

1.5 credits

PASSG 681 Clinical Medicine IV

The purpose of Clinical Medicine IV is to consolidate learning of basic clinical material before students begin their clinical rotations. Lectures will emphasize differential diagnosis of common presenting symptoms that students are expected to encounter on their rotations. The course will encourage a review of interview techniques, physical diagnosis skills, and the application of common laboratory tests to clinical situations. There will be an emphasis on the most appropriate pharmacological and non-pharmacological approaches to treatment.

2 credits

PASSG 682 Clinical Simulation

The purpose of this course is to introduce the first-year physician assistant (PA) student to the principles of patient safety, interpersonal communication, and teamwork, in addition to refining clinical history taking, physical examination, diagnosis and treatment planning through interprofessional and team-based simulated patient encounters. This course will also introduce the student to advanced clinical skills. The course is designed to reinforce the first year material prior to starting clinical rotations.

2 credits

PASSG 685 Advanced Cardiac Life Support (ACLS)

This course teaches students how to manage patients in cardiac distress. At the completion of this course, students receive a certificate in ACLS.

1 credit

PASSG 687 Evidence-Based Medicine (EBM) Cases

The purpose of this course is to help students further develop literature analysis and clinical application of EBM principles. The course coordinators will assist student small groups in the selection of a clinical case topic and facilitate an in-depth approach to the topic through the use of a case-based presentation. An integral part of this course is facilitating those skills necessary to succeed as a PA in clinical practice (i.e. self-directed learning, medical informatics, time management, ability to cooperate and work effectively within a group, etc.).

2 credits

PASSG 1569 Physical Diagnosis

This course is designed to teach the student the art and technique of physical assessment. Course content includes lectures and reading assignments covering normal and abnormal physical findings. In addition, there are weekly physical exam laboratory sessions designed to provide the student with hands-on practice in exam techniques. At the conclusion of the course the student will be expected to pass a written final exam and satisfactorily perform a complete physical examination.

4 credits

PHARG 566, 570, 580 Pharmacology and Pharmacotherapeutics I, II, III

The overall instructional goal of pharmacology and pharmacotherapeutics courses is to provide the physician assistant with a firm understanding of the effects of therapeutically important drugs, from a molecular to a behavioral level of organization. These courses discuss therapeutic strategies, and new types of drugs, as well as the clinical implications and contraindications. Lectures are designed on an organ system basis with emphasis on distinctive uses of drugs. Although large numbers of drugs are

available on the market, only a few prototype agents have been selected for intensive study for this course.
Each course 3 credits

PHYSG 1575, 1586 Human Physiology I, II

In this two-quarter series, students are introduced through didactic instruction, workshops, and clinical case discussions to the basic physiologic principles that underlie the normal function of the various organs and organ systems. These core principles provide the foundation through which the student develops an understanding of the physiologic adaptations and transitions that occur in commonly occurring disease states. Emphasis is given to developing an understanding of health in physiologic terms and appreciation of the diverse regulatory processes that maintain the homeostasis of the human body.
Each course 4 credits

Years 2 and 3: Required Clinical Courses

PASSG 665 A-C Master's Portfolio

This second-year master's course series serves largely as an independent study, allowing the second-year physician assistant student to develop an electronic portfolio of professional and scholarly activities. The portfolio focus and/or content may change over the course of the clinical year, based on the individual student's personal experiences, preferences and opportunities. A summary of state regulatory requirements will be addressed and included by the student.
Each course 1 credit

PASSG 675 Clinical Assessment Day I

The Clinical Assessment Day (CAD) offers an opportunity for the program and the student to assess student progress and to ensure students are meeting program learning objectives and academic milestones. The CAD consists of an individual primary care-based practical examination, medical documentation, an individual skills assessment and lecture.
1 credit

PASSG 676 Clinical Assessment Day II

The Clinical Assessment Day (CAD) offers an opportunity for the program and the student to assess student progress and to ensure students are meeting program learning objectives and academic milestones. The CAD consists of an individual primary care-based practical examination, medical documentation, an individual skills assessment and lecture.
1 credit

PASSG 678 Mid-Year Evaluation

This course is designed to evaluate students at the midpoint of the clinical phase of the Physician Assistant program. The mid-year evaluation (MYE) offers an opportunity for the program and the student to assess student progress and to ensure students are meeting program learning objectives and

academic milestones. The mid-year evaluation consists of an individual primary care-based practical examination, medical documentation and a comprehensive primary care-based multiple-choice exam.
1 credit

PASSG 686 End-of-Year Evaluation

The End-of-Year Evaluation (EYE) course is the summative evaluation of the student conducted at the end of the clinical phase. The course consists of lectures and assessments. It is designed to gauge the student's readiness for the Physician Assistant National Certifying Examination (PANCE), as well as clinical practice. Graded components of EYE include individual performance during a primary care-based standardized patient examination, documentation of the encounter, and a comprehensive summative exam.
1 credit

PASSG 688 Cumulative Review and Examination Week

This course offered in the final academic quarter provides intensive review lectures focused on the fundamental knowledge and skills relevant to the Physician Assistant National Certifying Examination (PANCE). Additionally, a formative self-assessment examination is administered to identify areas of weakness in order for students to strengthen their performance for the PANCE.
1 credit

PASSG 691 Emergency Medicine

The Emergency Medicine rotation is a six-week training experience in an emergency department. The course will cover common conditions and abnormalities encountered in the pediatric and adult populations. Emergency Medicine emphasizes the care of the patient with acute disease management, stabilization and proper follow-up. The purpose of this rotation is to provide the student with a knowledge base about decision making and initiation of emergent care.
6 credits

PASSG 692 Family Medicine/Primary Care

The Family Medicine/Primary Care rotation is a six-week training experience in a family medicine or primary care setting. This course will provide overall instruction in the evaluation and management of common conditions and abnormalities encountered in the pediatric and adult populations. Family Medicine/Primary Care emphasizes the comprehensive care of the patient and family, including chronic and acute disease management, preventative care and health maintenance, and patient/family education. Other principles include continuity of care, delivery of cost-effective quality care and identifying supplemental sources of care within the community.
6 credits

PASSG 693 Internal Medicine

The Internal Medicine rotation is a six-week training experience in an internal medicine setting. This course will provide overall instruction in the field of Internal Medicine. The course will cover common conditions and abnormalities encountered in the adolescent and adult populations. Internal Medicine emphasizes the comprehensive care of the adult patient including chronic and acute disease management, preventive care and health maintenance, and patient education.

6 credits

PASSG 694 Pediatrics

The Pediatrics rotation is a six-week training experience in a pediatric medicine setting. This course will provide overall instruction in the evaluation and management of pediatrics. The course will cover common conditions and abnormalities encountered in the pediatric population. Pediatrics emphasizes the comprehensive care, including chronic and acute disease management, preventive care and health maintenance, and patient/family education.

6 credits

PASSG 695 Psychiatry/Behavioral Medicine

The Psychiatric/Behavioral Medicine rotation is a six-week training experience in a psychiatric setting. This course will provide overall instruction in the evaluation and management of psychiatric disorders. The course will cover common conditions and abnormalities encountered within the realm of psychiatry and/or behavioral medicine. The practice of psychiatry emphasizes the care of mental and emotional disorders. Clinical rotations may include the pharmacologic, behavioral and/or psychoanalytic management of psychological disorders.

6 credits

PASSG 696 Surgery

The Surgery rotation is a six-week training experience on a surgical service. The surgery course provides students with clinical experience in pre-operative, intra-operative and post-operative care. Principles of pre-operative (i.e. initial history and physical, pre-operative risk assessment, recognize surgical emergencies, etc.), operative (i.e. sterile technique/field, retraction, hemostasis, etc.), and post-operative (i.e. wound care, patient education, etc.) care are emphasized. Focus is on general surgical principles in preparation for the end of rotation examination and the PANCE.

6 credits

PASSG 697 Women's Health

The Women's Health rotation is a six-week training experience in a women's health setting. The course will cover common conditions and abnormalities encountered in the pediatric and adult populations. Emphasis is on the

comprehensive care of the female patient including preventive care and health maintenance, care of the mother and child, and patient education.

6 credits

PASSG 698, 699 Elective Rotation I, II

Students are provided two 6-week elective training experiences. The goal is for the student to develop fundamental skills in evaluating and managing patients with pathologies that require clinician intervention. Students will utilize both diagnostic and treatment modalities for various conditions that are present in the elective setting.

Each course 6 credits

POSTGRADUATE FELLOWSHIP IN ACADEMIC MEDICINE FOR PHYSICIAN ASSISTANTS

The Midwestern University PA Program offers up to a 12-month Postgraduate Fellowship in Academic Medicine for Physician Assistants. The Fellowship curriculum, which blends didactic instruction, self-directed learning, application and evaluation, is designed to provide Fellows with the education and skills necessary to effectively transition from clinical practice to academia. Upon successful completion of the Fellowship, graduates are awarded a certificate of completion from the Midwestern University College of Health Sciences, Physician Assistant Program. The certificate provides recognition of postgraduate education and academic preparation for a position as a PA Program faculty member.

The didactic and self-directed learning components of the Fellowship include instruction and assignments related to educational theory, instructional design, student management, leadership and administration, and delivery of clinical education. Fellows apply acquired knowledge and skills throughout the course of the curriculum by participating in faculty responsibilities within the didactic and clinical phases of the PA Program. These responsibilities include developing and delivering didactic lectures, conducting small groups, implementing course design, creating performance metrics to assess learning, participating on committees, engaging in clinical site development, and completing a scholarly project. Fellows demonstrate completion of the curriculum by creating an academic portfolio, completing a capstone project, and submitting a scholarly work for consideration for publication or presentation.

Applicants seeking a Fellowship position must possess the following qualifications: (1) graduation from an ARC-PA accredited PA Program, (2) NCCPA certification and Arizona licensure (or eligibility for licensure), (3) master's degree in a related field, and (4) minimum of one year of clinical experience as a Physician Assistant. Applicants are also required to submit a cover letter, two letters of

recommendation, a personal statement, resume, and transcripts from the PA Program he or she attended. For further information about the Midwestern University Postgraduate Fellowship in Academic Medicine for Physician Assistants, please contact the Program Director at 623/572-3311.

STUDENT ACADEMIC POLICIES

Academic Progress

The academic standing of a student is determined by the student's cumulative grade point average.

To progress to the next quarter, a student must satisfactorily complete all academic requirements for the preceding quarter.

To progress to the clinical phase of education, a student must satisfactorily complete all didactic requirements. Please refer to individual course syllabi for more detailed information.

FACULTY

Ed Bermingham, M.M.S., PA-C

Midwestern University
College of Health Sciences
Assistant Professor

Sarah Bolander, M.M.S., PA-C

Midwestern University
College of Health Sciences
Assistant Professor

Kirsten Bonnin, M.M.S., PA-C

Midwestern University
College of Health Sciences
Program Director and Assistant Professor

Kimberly Carter, M.P.A.S., PA-C

AT Still University
School of Health Sciences
Clinical Coordinator and Assistant Professor

Amber Herrick, M.S.P.A.S., PA-C

AT Still University
School of Health Sciences
Assistant Director of Didactic Education and Assistant Professor

Eve Hoover, M.S.P.A.S., PA-C

AT Still University
School of Health Sciences
Assistant Professor

Katherine Mitzel, D.O.

Midwestern University
Arizona College of Osteopathic Medicine
Medical Director

Robyn Sears, PA-C

AT Still University
School of Health Sciences
Clinical Coordinator and Assistant Professor

James Stoehr, Ph.D.

Dartmouth Medical School
Professor

Carla Thompson, M.S.P.A.S., PA-C

AT Still University
School of Health Sciences
Assistant Director of Clinical Education and Assistant Professor

OCCUPATIONAL THERAPY PROGRAM

MISSION

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists who will meet the occupational needs of individuals and communities through responsive, compassionate and evidence-based practice.

ACCREDITATION

The Midwestern University Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; 301/652-6611, ext. 2914. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

DEGREE DESCRIPTION

The Occupational Therapy Program offers a curriculum leading to the Master of Occupational Therapy (M.O.T.) degree for qualified students. The full-time, continuous, entry-level master's curriculum is designed to deliver the academic and clinical education required to prepare students for their professional role as key members of the healthcare team and as integral practitioners in the healthcare delivery system. The curriculum for the Master of Occupational Therapy degree is a continuous, full-time program, extending 27 months from matriculation to graduation. The maximum allotted time for completion of this program is 40.5 months. It is also required that all Level II fieldwork must be completed within 18 months of completion of the didactic portion of the program. The general education, professional training, experience, and personal character development of occupational therapists uniquely prepare them to respond to the needs of individuals who face challenges participating in their daily lives.

The Master of Occupational Therapy Program offers a balanced combination of foundational, clinical, and research coursework designed to foster therapists who are self-directed, thoughtful, and caring professionals. The program provides students with a balanced complement of coursework. Approximately half of the course credits are obtained from foundational courses in the sciences, occupational therapy theory, and research. The remaining credits focus on courses related to client evaluation and interventions appropriate for various client populations (e.g., children, the elderly, etc.), specialized coursework in upper extremity intervention, and many opportunities for experiential (hands-on) learning. The practice courses facilitate students' application of content related to client evaluation and intervention using community-based and case-based learning opportunities. In addition to such preclinical learning opportunities, the fieldwork program offers extensive and in-depth experiences to students. Such a strong curricular framework succeeds in preparing graduates who are ready - and able - to enter the profession of occupational therapy and to make a difference in the world.

The curriculum is designed to prepare entry-level practitioners to provide occupational therapy services in the home, community, and clinical practice settings that require independent judgment, leadership, and self-directed practice. The educational experience provides the foundation for graduates to identify and contribute to effecting solutions to the major emergent health issues of society and contribute to the academic and clinical education of future practitioners. It also is designed to prepare graduates for leadership and management roles in the profession. The graduate will be prepared to make meaningful, ongoing contributions to society, healthcare, and the profession through leadership activities and collaborative efforts with others in occupational therapy and interprofessional education, practice, and research.

Program Objectives

Upon completion of the Master of Occupational Therapy Program, graduates are expected to:

1. Provide evidence-based occupational therapy services in traditional and emerging areas of practice.

2. Meet the occupational needs of individuals and populations through professional advocacy and leadership.
3. Apply therapeutic use of occupations to support engagement in activities that promote health, well-being and quality of life.
4. Sustain continued professional development through lifelong learning activities.
5. Uphold the ethical standards, values and attitudes of the occupational therapy profession in order to sensitively meet the occupational needs of a culturally and socially diverse clientele.

These outcomes are accomplished through:

1. A curriculum model based on intentionally sequenced courses that act as vital links between application, analysis, synthesis, and evaluation of knowledge, skills and attitudes.
2. Critical application of current research and other forms of best evidence to improve occupational therapy practice and contribute to the body of related knowledge.
3. Sequential implementation of simulated and authentic clinical experiences across the curriculum.
4. Occupation-focused coursework and fieldwork experiences designed to facilitate critical and ethical reasoning.
5. Opportunities for both individual and group work to develop leadership, team-building, and professional skills, behaviors and attitudes.

ADMISSIONS

The College of Health Sciences Occupational Therapy Program considers for admission those applicants who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. To select these candidates, a competitive admissions framework has been established for applicants who have received a bachelor's degree in any field, but who have not completed an accredited occupational therapy program.

Within this competitive admissions framework, multiple criteria are used to select the most qualified candidates from an applicant pool that exceeds the number of seats available. Interested individuals are advised to complete their application as early as possible to ensure timely consideration.

The Midwestern University Occupational Therapy Program uses the Centralized Application Service for Occupational Therapy Schools (OTCAS) for students applying to the program. All applicants to the Occupational Therapy Program are required to submit their applications to OTCAS (<http://www.otcas.org>) with all required materials by

February 1st. Please refer to the OTCAS website for instructions on submission of OTCAS application materials.

The Occupational Therapy Program operates on a rolling admissions basis in which completed applications are reviewed throughout the admissions cycle to determine application eligibility for interviews. Interviews are typically conducted during the winter and spring. Admission decisions are generally made within one month of the interview.

Admission Requirements

Individuals applying for admission to the College of Health Sciences Occupational Therapy Program must submit documentation for the following minimum requirements before the academic year commences for the incoming class.

- Completion of a baccalaureate degree from a regionally accredited college or university.
- A minimum cumulative undergraduate grade point average (GPA) of 2.75 on a 4.00 scale. Grades of C or better for prerequisite coursework (grades of C- are not acceptable).
- Completion of the minimum number of prerequisite courses in the prescribed subject areas at regionally accredited colleges or universities.
- Satisfaction of the standards set forth by the Admissions Committee (including documentation of academic and professional promise in the prospective student).
- Completion of the Occupational Therapy Program's interview process. On-campus interviews are by invitation only. Applicants are invited to an interview based on evidence supportive of excellence in:
 - Academic achievement
 - Oral and written communication skills
 - Articulation of the domain and scope of OT practice
 - Community service
 - Leadership in extracurricular or other activities
- Completion of a first aid course within three years prior to enrollment.
- Current certification in cardiopulmonary resuscitation (CPR) at Health Care Provider level or Basic Life Support of the American Heart Association or the American Red Cross.
- Demonstration of a people or service orientation through community service or extracurricular activities.
- Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences.
- Oral and written communication skills necessary to interact with clients and colleagues.
- Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
- Passage of the Midwestern University criminal background check.

Prerequisite Courses

Students must complete these courses with a grade of C or better; grades of C- are not acceptable:

| | |
|-------------------------------------|-----------------|
| Human Anatomy ^{1,2} | 3 Sem/4 Qtr hrs |
| Statistics | 3 Sem/4 Qtr hrs |
| Physiology ¹ | 3 Sem/4 Qtr hrs |
| Human Development | 3 Sem/4 Qtr hrs |
| Abnormal Psychology | 3 Sem/4 Qtr hrs |
| Other Social and Behavioral Science | 3 Sem/4 Qtr hrs |

¹The Anatomy and Physiology requirements may also be fulfilled by taking Anatomy and Physiology I **and** Anatomy and Physiology II, as some universities offer combined courses.

²Human Anatomy must be completed successfully within 5 years of admission to the Program. The lab component with cadaver experience is strongly recommended.

Additional courses in psychology, sociology, ethics, anthropology, logic, art, music, or drama are also recommended as part of the undergraduate preparation for the Occupational Therapy Program.

Application Process and Deadlines

To be considered for admission to the Occupational Therapy Program, applicants must complete the following:

1. OTCAS Application

Applicants are required to submit their applications to OTCAS (<http://www.otcas.org>) by February 1st. Please refer to the OTCAS application instructions for specific details about completing the application, required documents, and processing time. The OTCAS application should be available for applicants beginning in July. Due to the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their OTCAS application early in the cycle.

2. Letters of Recommendation

Applicants are required to submit a minimum of two letters of recommendation from professionals to OTCAS (<http://www.otcas.org>). The Office of Admissions will only accept letters of recommendation received directly from OTCAS. It is preferred that one of the submitted letters is written by an occupational therapist who has supervised or mentored the applicant or a professional who can speak to the applicant's motivation, experiences in occupational therapy, or readiness for entering the Occupational Therapy Program. The second letter can be written by either a college professor who actually taught the student or a prehealth advisor who knows the

applicant well. The applicant should refer to the OTCAS application instructions for specific guidelines and requirements for submitting letters of recommendation

3. Completed Application

The Office of Admissions will send letters verifying receipt of OTCAS applications with all required materials to all applicants who meet the minimum cumulative GPA requirement of 2.75. The letters will also include instructions on checking the status of the required application materials online. Applicants are responsible for tracking the receipt of their application materials and ensuring the submission of all required documents. Only applicants who submit completed applications with all required application materials by April 1st will be considered for potential entrance into the program.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via email, fax, or letter to:

Midwestern University
Office of Admissions
19555 N. 59th Ave.
Glendale, AZ 85308
Phone: 888/247-9277 or 623/572-3215
Fax: 623/572-3229
admissaz@midwestern.edu

Interview and Selection Process

Students selected for an interview will be notified of available interview dates and invited by the Office of Admissions to schedule their on-campus interview. A typical interview day involves participation in the following activities, which are coordinated by the Office of Admissions: an interview with two interviewers, lunch with current Midwestern University students, a campus tour, and an opportunity to meet with counselors from the admissions and financial aid offices.

During each interview session, the interviewer(s) question the applicant about their academic, personal, and professional aspirations and preparedness for admission to the Occupational Therapy Program, and rate(s) the prospective students on a standard evaluation form. These evaluations are included in applicant files provided to the Occupational Therapy Admissions Committee. The Occupational Therapy Admissions Committee meets approximately one to two weeks after the interviews. The Committee reviews the full application file for applicants who were interviewed and then formulates and submits a recommendation to the Dean for action. The Dean, via Office of Admissions, notifies applicants in writing of the admission action/decision. Applicants are extended acceptance to the program based on the aggregate qualitative and quantitative data gathered from

the application, interview process, and completion of all published admissions requirements.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. The Occupational Therapy Program requires a candidate to be able to move at least 50 pounds vertically and horizontally.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the consistent, prompt completion of all responsibilities, and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all

personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

Students who receive denial or end-of-cycle letters may reapply for the following year's admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

The Program does not accept students who transfer from another Occupational Therapy Program.

EVALUATION OF STUDENT PERFORMANCE

Students in the Master of Occupational Therapy Program are formally evaluated at appropriate intervals during the curriculum to assess and document satisfactory progress and achievement of learning objectives and prescribed competencies. These evaluations occur on a regular basis at scheduled times during each course. Depending on the learning and competency outcome objectives, these evaluations are designed to assess the level of knowledge, problem-solving skills, psychomotor and clinical competencies, and behavioral performances of students during each course and/or fieldwork experience. Evaluation methods vary, depending on the course or experiential learning opportunity, and may include formal examinations, written essays, portfolio assignments, design and fabrication projects, psychomotor skill checks, or other methods of determining the extent to which each student has mastered the course content and skill competencies. Student performance in formal examinations is graded on a numerical/alphabetical system using a standard grading scale, which is published in this catalog. Students are customarily provided with feedback and grade reports after each examination summarizing their performance on each test item. Students will be required to participate in competency-

based evaluations at various intervals throughout their academic curriculum.

Evaluations of student performance during the Fieldwork II experiences are formalized using standard evaluation tools established by the American Occupational Therapy Association. In keeping with the program's mission to exceed national standards, the Occupational Therapy Program reserves the right to augment the performance criteria required to successfully complete the Fieldwork Level II courses.

GRADUATION REQUIREMENTS

To qualify for the degree Master of Occupational Therapy (M.O.T.), students must:

1. Satisfactorily complete all courses with a minimum cumulative GPA of 2.75 or higher;
2. Satisfactorily complete the required minimum number of 132.0 credit hours in the curriculum;
3. Receive a favorable recommendation for Master's degree conferral from the Program faculty to the Program Student Academic Review Committee and from this committee to the CHS Student Promotion and Graduation Committee;
4. Receive a favorable recommendation for Master's degree conferral from the University Faculty Senate;
5. Settle all financial accounts with the University; and
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS

Occupational Therapy is a registered and/or licensed profession in all 50 states. To become licensed to practice as an occupational therapist in most states (including Arizona), a student must graduate from an ACOTE-accredited or approved educational program and pass the national certification examination for the occupational therapist administered by NBCOT. Most states (including Arizona) require status as an occupational therapist registered (OTR) to become a licensed occupational therapist (OTR/L). Most states require licensure in order to practice. A prior felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

CURRICULUM

The professional master's curriculum is composed of 45.5 required course credits (quarter hours) for the first calendar year, 60.5 required course credits for the second calendar year, and 26 required course credits for the third calendar year, for a total of 132.0 quarter credits. Fieldwork courses are placed in the first, second, and third years of the curriculum and include one 0.5-credit Level I experience, two 1-credit Level I experiences and two 12-credit Level II experiences. Moreover, faculty-guided and supervised

learning opportunities in the community are pivotal learning experiences during the second year which reinforce and expand students' mastery of content and skill performance related to occupational therapy evaluation and intervention.

Students' proficiency in evaluation and intervention, independent decision-making and critical thinking are emphasized during OT Fieldwork II-A and II-B of the curriculum, which occur during the spring quarter of the second professional year and the fall quarter of the third professional year. Fieldwork experiences are offered in clinical, community, hospital, school, and other facilities that have a legal agreement with the University and are located throughout the continental United States. Relocation for fieldwork experiences may be required.

The Occupational Therapy Program reserves the right to alter its curriculum however and whenever it deems appropriate. Information in this catalog does not establish a contractual relationship between MWU and the student.

Total Quarter Credits in the Professional Program: 132.0

First Professional Year:

Total Quarter Credit Hours Required: 46

Fall Quarter

| | | | |
|--------------|-------|----------------------------------|-------------|
| ANATG | 502 | Anatomy | 4 |
| COREG | 1560D | Interprofessional Healthcare | 0.5 |
| OTHEG | 510 | Occupational Therapy Foundations | 3 |
| OTHEG | 517 | Professional Reasoning I | 3 |
| OTHEG | 518 | Activity Analysis | 2 |
| OTHEG | 519 | Therapeutic Relationships | 4 |
| Total | | | 16.5 |

Winter Quarter

| | | | |
|--------------|-------|------------------------------|-------------|
| ANATG | 582 | Neuroscience | 4 |
| COREG | 1570D | Interprofessional Healthcare | 0.5 |
| OTHEG | 500 | Fieldwork I-A | 1 |
| OTHEG | 534 | Cognition and Perception | 3 |
| OTHEG | 538 | Occupational Therapy Process | 2 |
| OTHEG | 544 | Psychosocial Practice I | 3 |
| OTHEG | 550 | Fieldwork Foundations I | 1 |
| Total | | | 14.5 |

Spring Quarter

| | | | |
|-------|-------|------------------------------|-----|
| COREG | 1580D | Interprofessional Healthcare | 0.5 |
|-------|-------|------------------------------|-----|

| | | | |
|--------------------------------------|-----|-------------------------------------------------|-------------|
| OTHEG | 515 | Neuro-Rehabilitation | 5 |
| OTHEG | 523 | Evidence-Based Practice I | 3 |
| OTHEG | 536 | Fieldwork I-B | 1 |
| OTHEG | 537 | Biomechanics | 5 |
| OTHEG | 551 | Fieldwork Foundations II | 0.5 |
| Total | | | 15 |
| Second Professional Year: | | | |
| Total Quarter Credit Hours Required: | | | 59.5 |
| Summer Quarter | | | |
| OTHEG | 601 | Childhood Occupations | 3 |
| OTHEG | 603 | Assistive Technology for Communication | 1 |
| OTHEG | 613 | Evidence-Based Practice II | 3 |
| OTHEG | 615 | Health and Wellness I | 3 |
| OTHEG | 637 | Upper Extremity Rehabilitation | 3 |
| OTHEG | 654 | Psychosocial Practice II | 3 |
| Total | | | 16 |
| Fall Quarter | | | |
| OTHEG | 605 | Professional Development I | 3 |
| OTHEG | 611 | Pediatrics I: Young Children/Early Intervention | 5 |
| OTHEG | 625 | Aging | 5 |
| OTHEG | 636 | Fieldwork I-C | 1 |
| OTHEG | 650 | Fieldwork Foundations III | 0.5 |
| OTHEG | 653 | Evidence-Based Practice III | 3 |
| Total | | | 17.5 |
| Winter Quarter | | | |
| OTHEG | 621 | Pediatrics II: Youth/School-Aged | 5 |
| OTHEG | 645 | Health and Wellness II | 3 |
| OTHEG | 647 | Orthotics and Physical Agents | 3 |
| OTHEG | 663 | Evidence-Based Practice IV | 3 |
| OTHEG | 670 | Elective I | 1 or more |
| Total | | | 15 |
| Spring Quarter | | | |
| OTHEG | 695 | Fieldwork II-A | 12 |

| | | | |
|--------------------------------------|-----|-------------------------------------|-----------|
| Total | | | 12 |
| Third Professional Year: | | | |
| Total Quarter Credit Hours Required: | | | 25 |
| Summer Quarter | | | |
| OTHEG | 700 | Elective II | 1 or more |
| OTHEG | 705 | Professional Development II | 3 |
| OTHEG | 717 | Professional Reasoning II | 4 |
| OTHEG | 730 | Principles of Teaching and Learning | 2 |
| OTHEG | 794 | Program Development | 4 |
| Total | | | 14 |
| Fall Quarter | | | |
| OTHEG | 796 | Fieldwork II-B | 12 |
| Total | | | 12 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

ANATG 502 Anatomy

This course provides a lecture and laboratory-based study of human anatomy. Students develop three-dimensional anatomical knowledge that is required for occupational therapy practice. Case studies are used to foster familiarity with typical clinical presentations, and to learn how to approach diagnoses from an anatomical perspective. Laboratory sessions include the study of human cadaveric dissections, and a regional dissection of a portion of the human body.
4 credits

ANATG 582 Neuroscience

Designed to develop the student's knowledge of neuroscience to a level required for clinical practice, this course presents information about principal structural components intertwined with the corresponding functions of the nervous system and the impact of neurological dysfunction on human occupation. The course also provides opportunities to apply neuroscience principles to motor and sensory learning for occupational performance.
4 credits

DENTD 1888B Comprehensive Clinical Course 2B

The focus of the Comprehensive Clinical Courses is the independent demonstration of clinically acceptable care and decision making by the Student Dentist. These courses

include a series of specified Independent Clinical Performance Assessments, Mock Regional Board Examinations, an Oral Pathology Examination and an Objective Structured Clinical Examination (OSCE).
2 credits

OTHEG 500 Fieldwork I-A

Fieldwork experience consists of guided learning experiences in various healthcare and/or community settings that provides students with direct opportunities to observe and interact with clients engaged in functional living activities that are appropriate for their respective cognitive, psychosocial and physical stage of development. Observational and documentation skills are emphasized.
1 credit

OTHEG 510 Occupational Therapy Foundations

This is an introductory course focused on the foundations and scope of occupational therapy practice. The philosophy of the profession, with its unique emphasis on supporting performance, participation, health and well-being are presented from both historical and current perspectives. Occupation is discussed from the perspectives of roles and participation for meaningful engagement. Professionalism, in accordance with the AOTA Code of Ethics and Standards of Practice that guide practice across varied roles, responsibilities and involvement is also addressed.
3 credits

OTHEG 515 Neuro-Rehabilitation

This course addresses the risk factors, clinical signs and symptoms, pathogenesis, and differential diagnosis of selected neurological diseases/problems most common to the adult population. The application of selected models of practice and strategies for occupational therapy practice with adults who have occupational performance dysfunction related to cognitive, perceptual, psychosocial, and neuro-motor disabilities is emphasized. Therapeutic approaches and clinical skills for working with individuals within the home, community, and clinical settings are explored. Current research in etiology and treatment are discussed.
5 credits
Prerequisites: ANATG 582 Neuroscience

OTHEG 517 Professional Reasoning I

This course is the first of a two-course series that introduces the philosophical assumptions, theories, and frames of reference underlying the practice of occupational therapy. The various aspects of professional reasoning are also introduced, culminating in the integration of these assumptions, theories, and frames of reference with professional reasoning to guide intervention with clients.
3 credits

OTHEG 518 Activity Analysis

Using the Occupational Therapy Practice Framework, the process of analyzing various components of activities and occupations is introduced, emphasizing the value of occupation and purposeful activities not only as an outcome, but also as a treatment modality. The ability to grade and adapt activities and occupations is emphasized in preparation for the clinical courses that follow.
2 credits

OTHEG 519 Therapeutic Relationships

This introductory course provides students with opportunities to learn basic principles of therapeutic relationships. Topics include motivational interviewing, intentional relationships, and client centeredness consistent with the ethics of the OT profession. Students learn principles of group process, application, and phases of group development, as well as conflict resolution and problem solving.
4 credits

OTHEG 523 Evidence-Based Practice I

The first of a four-course series, this course provides content foundational to understanding and applying research to the provision of occupational therapy services. Students gain skills in searching for, understanding, interpreting and critiquing research articles. Students learn how to apply research evidence to clinical problems and engage in shared decision making with clients.
3 credits

OTHEG 534 Cognition and Perception

Early in the curricular sequence, this course lays the foundation for intervention with human conditions as they are encountered in subsequent quarters. The course addresses different components of cognition and perception, including memory, attention, learning, executive function and visual-perceptual skills, with an emphasis on examining the interplay of cognition and perception with performance in areas of occupation. Causes of cognitive and perceptual dysfunction and the impact on function are explored and interpreted. Different theories and models of practice for cognition and perception are analyzed.
3 credits

OTHEG 536 Fieldwork I-B

Fieldwork experience consists of guided learning experiences in various healthcare and/or community settings that provides students with direct opportunities to observe and interact with clients engaged in functional living activities that are appropriate for their respective cognitive, psychosocial, and physical stage of development. Observational, as well as foundational experiential and

documentation skills are emphasized.
1 credit

OTHEG 537 Biomechanics

This course is the third and final course in the core sciences, addressing basic biomechanical principles and their application to occupational therapy intervention relative to static and dynamic movement, force analysis and its implications on functional movement and activity. The structure and function of joints, connective tissues, and muscles are addressed, along with the recognition, assessment, and description of normal and abnormal movement. The development of skills necessary to accurately measure and assess joint range of motion and muscle strength, and the influence of task and pathology on function of the musculoskeletal system is emphasized.

5 credits

Prerequisites: ANATG 502 Anatomy

OTHEG 538 Occupational Therapy Process

This course provides introductory experience in the evaluation and treatment process with clients throughout the lifespan and across the domain of occupational therapy practice. Learning opportunities develop introductory skills in evidence-based practice, professional reasoning, and documentation of the therapy process in preparation for further development in subsequent courses.

2 credits

OTHEG 544 Psychosocial Practice I

This foundational course is designed to introduce students to psychiatric diagnoses, the impact of psychiatric conditions on occupational performance, and settings in which occupational therapists provide services to individuals with psychiatric diagnoses. General approaches to assessment and intervention are also introduced.

3 credits

OTHEG 550 Fieldwork Foundations I

This course introduces the student to the clinical education program, including its goals and objectives, policies, the types of clinical education experiences provided, and the expectations for student participation. Students begin to focus on increasing self-awareness through reflective exercises to foster development of professional behaviors.

1 credit

OTHEG 551 Fieldwork Foundations II

This course focuses on clinical education experiences, and coincides with the Fieldwork I-B course. The focus of this course is to provide structure for the observational and experiential activities of the level I fieldwork experience. Students continue to develop professional behaviors and self-awareness through reflective exercises that encourage

increasing participation in self-directed learning.
0.5 credits

Prerequisites: OTHEG 550 Fieldwork Foundations I

OTHEG 601 Childhood Occupations

This is the first course of three that are focused on pediatric occupational therapy services. This course addresses occupations in typical childhood development and occupational challenges caused by neurodevelopmental conditions in childhood. Facilitation of supports to family and child participation in occupations are emphasized. Identification and prevention of barriers for family and child participation in occupations are analyzed.

3 credits

OTHEG 603 Assistive Technology for Communication

This course focuses on the role of the OT practitioner as an inter-professional team member considering, assessing, and treating persons using augmentative and alternative communication devices and services to enhance occupational performance to foster participation and well-being.

1 credit

OTHEG 605 Professional Development I

This course develops the student's knowledge of professional communication skills and methods needed to articulate the unique value of occupational therapy, to educate clients and others, to document the therapy process, and advocate for clients and populations who may benefit from services. This course also focuses on contexts of practice, and personnel, reimbursement, supervision and management strategies for effective service delivery. Finally, students gain in-depth understanding of entities that influence or regulate practice either through policy, reimbursement, and credentialing, while gaining appreciation for the value of professional organizations in advancing the development of the practitioner and the profession.

3 credits

OTHEG 611 Pediatrics I: Young Children/Early Intervention

This course emphasizes the application of selected models of practice and strategies for occupational therapy practice with young children (birth to 5 years of age) who have deficits in occupational performance related to developmental, neuro-motor, psychosocial, or medical challenges. Therapeutic approaches and clinical skills for working with children and families within the home, community, and clinical settings are emphasized. Practice settings for early intervention and family centered pediatric practice are discussed.

5 credits

Prerequisites: OTHEG 601 Childhood Occupation

OTHEG 613 Evidence-Based Practice II

This course focuses on the development of skills necessary to evaluate the trustworthiness of qualitative research. Students learn how to use qualitative research to better understand the experiences of clients and apply this information to the provision of occupational therapy services.

3 credits

Prerequisites: OTHEG 523 Evidence-Based Practice I

OTHEG 615 Health and Wellness I

As the first in a series of two this course addresses occupational therapy services directed toward health promotion, prevention, and wellness for clients, communities and populations. Concepts of health literacy and theories of health promotion are discussed. Use of complementary therapies as means toward healthy occupations are introduced.

3 credits

OTHEG 621 Pediatrics II: Youth/School-Aged

This course emphasizes the application of selected models of practice and strategies for occupational therapy practice with school-aged children (ages 6-21 years) who have deficits in their occupational performance related to developmental, neuro-motor, psychosocial, or medical differences.

Therapeutic approaches and clinical skills for working with children within their school, community, and clinical settings are emphasized. Practice settings for youth-centered pediatric practice are discussed.

5 credits

Prerequisites: OTHEG 601 Childhood Occupations

OTHEG 625 Aging

Building on skills introduced in Occupational Therapy Process, this course addresses the aging process, common conditions in the aging population, chronic disease management, and aging in place. Risk factors, signs and symptoms, pathogenesis, medical intervention, and occupational therapy intervention are explored. Therapeutic approaches in a variety of practice settings are explored including the home, community, hospital, skilled nursing, and outpatient clinic.

5 credits

Prerequisites: OTHEG 538 Occupational Therapy Process

OTHEG 636 Fieldwork I-C

Fieldwork experience consists of guided learning experiences in various healthcare and/or community settings that provides students with direct opportunities to observe and interact with clients engaged in functional living activities that are appropriate for their respective cognitive, psychosocial, and physical stage of development. Observational, as well as foundational experiential and

documentation skills are emphasized.

1 credit

OTHEG 637 Upper Extremity Rehabilitation

Building on knowledge from the biomechanics course, this course focuses on evaluation and intervention strategies for the remediation of musculoskeletal physical limitations of the upper extremity. Emphasis is placed on impairments of the upper extremity, including fractures, tendon injuries, pain syndromes, arthritis, burns, amputations, and soft tissue disorders, and their effect on occupational performance.

3 credits

Prerequisites: ANATG 502 Anatomy

OTHEG 645 Health and Wellness II

This course focuses on the application of occupational therapy evaluation and treatment approaches within the workplace, including the application of ergonomic principles and strategies to prevent injury, and functional capacity evaluations and work rehabilitation to promote return to work. Health promotion and wellness strategies throughout the lifespan are also highlighted.

3 credits

Prerequisites: OTHEG 615 Health and Wellness I

OTHEG 647 Orthotics and Physical Agents

Following the upper extremity rehabilitation course, this course emphasizes the fundamental principles of orthotic design and fabrication, and the theoretical principles and practical application of thermal and electrotherapeutic modalities within the practice of occupational therapy. Anatomical and biomedical principles that pertain to orthotic design and fabrication, and the physiological, neurophysiological, and electro-physical changes that occur with application of selected physical agent modalities are emphasized.

3 credits

Prerequisites: ANATG 502 Anatomy

OTHEG 537 Biomechanics

OTHEG 650 Fieldwork Foundations III

This course focuses on clinical education experiences, and coincides with the Fieldwork I-C course. The focus of this course is to provide structure for the observational and experiential activities of the level I fieldwork experience. Students continue to develop professional behaviors and self-awareness through reflective exercises that encourage increasing participation in self-directed learning.

0.5 credits

Prerequisites: OTHEG 550 Fieldwork Foundations I

OTHEG 551 Fieldwork Foundations II

OTHEG 653 Evidence-Based Practice III

Students conduct a systematic review to apply their knowledge of evidence based practice to a specific clinical question. In this two-course sequence students begin the process by writing a clinical question, finding the relevant evidence, abstracting the evidence, and writing the introduction and methods sections of their review paper.

3 credits

Prerequisites: OTHEG 613 Evidence-Based Practice II

OTHEG 654 Psychosocial Practice II

Building on Psychosocial Practice I, this course focuses on the application of selected models of practice and strategies in occupational therapy. The course provides exposure to and practice with assessments and interventions used in psychosocial practice.

3 credits

Prerequisites: OTHEG 544 Psychosocial Practice I

OTHEG 663 Evidence-Based Practice IV

This course serves as a continuation of Evidence Based Practice III in which students complete a systematic review on a specific clinical question. During this quarter students write the results and discussion sections of their review paper and present their findings in an oral presentation. Based on their analysis of the findings, students derive specific implications for occupational therapy practice.

3 credits

Prerequisites: OTHEG 653 Evidence-Based Practice III

OTHEG 670 Elective I

Elective courses during Winter Quarter of the second year will vary from year to year depending on student interest and faculty availability. Students may select from courses offered by members of the OT Program that have been approved by the OT Program Education Committee, or offerings of other programs or colleges that have been approved by the CHS Curriculum Committee and OT Program Education Committee.

1 or more credits

OTHEG 695 Fieldwork II-A

This three month internship is comprised of supervised field experience with clients and/or client groups who exhibit a variety of medical conditions, which include physical and/or psychosocial disabilities. This internship emphasizes the development of disciplined, higher-level critical thinking skills necessary to plan and provide high-quality client care. Students are supervised by registered occupational therapists with a minimum of one year of experience.

12 credits

Prerequisites: Successful completion of all prior coursework

OTHEG 700 Elective II

Elective courses during Summer Quarter of the third year will vary from year to year depending on student interest and faculty availability. Students may select from courses offered by members of the OT Program that have been approved by the OT Program Education Committee, or offerings of other programs or colleges that have been approved by the CHS Curriculum Committee and OT Program Education Committee.

1 or more credits

OTHEG 705 Professional Development II

Building on the first Level II Fieldwork experience, this course challenges students to reflect on their individual abilities and competencies in service delivery and therapeutic use of self. They further reflect on the characteristics of the context in which they trained, the trends observed in service delivery and federal/state policies or regulations, anticipating the potential effect on future practice in that context.

Students share experiences with documentation and supervision during their training. Finally, as it is the last academic quarter of the program, this course reviews the professional credentialing process and begins preparation for the NBCOT Certification Examination.

3 credits

Prerequisites: OTHEG 605 Professional Development I

OTHEG 717 Professional Reasoning II

This course provides an opportunity for students who have completed Fieldwork II-A to reflect on the theories, frames of reference, professional reasoning, and intentional relationship strategies used with the clients they encountered. It encourages them to focus on and refine aspects of clinical practice to enhance their performance in Fieldwork II-B, as well as prepare for their transition from student to entry level practitioner.

4 credits

Prerequisites: OTHEG 517 Professional Reasoning I

OTHEG 730 Principles of Teaching and Learning

This course focuses on principles of teaching and learning, which practitioners can apply as they prepare and give educational in-services, participate in advocacy work, or transition to academia. It also includes teaching and learning theories that can be applied to teaching patients, caregivers, and fieldwork students.

2 credits

OTHEG 794 Program Development

Continuing the professional development of students, this course cultivates the knowledge and skills to develop new service provision models, or adapt existing models, to meet occupational needs within the context and environment of individuals and populations. Students integrate current

socioeconomic, cultural, political, geo-demographic, and technological factors to plan, develop, and market a program; and design evaluation methods to support quality improvement. Students utilize theoretical constructs and evidence to justify the program, and promote policy development in areas of need.

4 credits

Prerequisites: OTHEG 605 Professional Development I

OTHEG 796 Fieldwork II-B

This three-month internship is comprised of supervised field experience with clients and/or client groups who exhibit a variety of medical conditions, which include physical and/or psychosocial disabilities. This internship emphasizes the development of disciplined, higher-level critical thinking skills necessary to plan and provide high-quality client care. Students are supervised by registered occupational therapists with a minimum of one year of experience.

12 credits

Prerequisites: Successful completion of all prior coursework

ELECTIVE COURSE DESCRIPTIONS

OTHEG 800 Independent Study

This course is designed to facilitate additional didactic or clinical endeavors related to a specific component of occupational therapy theory and/or practice. Course content, assignments and learning outcomes are developed in collaboration with the faculty mentor and the student. The Program Director must approve the plan. Course credit is variable depending on the scope of work to be accomplished.

1 or more credits

Prerequisites: Permission of the Instructor

STUDENT ACADEMIC POLICIES

Cardiopulmonary Resuscitation (CPR) Certification

Students are responsible for maintaining CPR certification at BLS or Healthcare Provider level while enrolled in the Program.

FACULTY

Evelyn Andersson, Ph.D., OTR

Texas Women's University
School of Occupational Therapy
Associate Professor

Catana Brown, Ph.D., OTR

University of Kansas
College of Education
Professor

Froma Jacobson, M.Ed., OTR

Arizona State University
College of Education
Assistant Professor

Christine Merchant, Ph.D., OTR

Touro University International
College of Health Sciences
Program Director and Associate Professor

Katherine Schofield, DHS, OTR, CHT

University of Indianapolis
School of Occupational Therapy
Assistant Program Director and Assistant Professor

Patricia Steffen-Sanchez, M.S., OTR

San Jose State University
College of Applied Sciences and Arts
Assistant Professor

Brenda K. Taubman, Ph.D., OTR

Trident University
College of Health and Human Services
Coordinator of Clinical Education and Assistant Professor

Susan Tully, M.S., OTR

University of North Carolina at Chapel Hill
Division of Occupational Therapy
Assistant Professor

Tamara Turner, M.S., OTR

Belmont University
Gordon E. Inman College of Health Sciences & Nursing
Assistant Coordinator of Clinical Education and Assistant Professor

BIOMEDICAL SCIENCES PROGRAM

MASTER OF ARTS IN BIOMEDICAL SCIENCES DEGREE PROGRAM

MISSION

The Midwestern University Master of Arts in Biomedical Sciences Program educates and prepares students in the biomedical sciences to be competitive applicants for professional programs or careers in healthcare.

DEGREE DESCRIPTION

The Master of Arts in Biomedical Sciences (MA) degree is a full-time, three-quarter, graduate level, coursework only program. This program is designed to help students with a bachelor's degree, preferably with a major in the sciences, improve their academic foundation in the biomedical sciences and augment their credentials for admission into medical school or other health professional program. All students take a minimum of 45 quarter hour credits in the basic sciences, medical ethics and capstone courses. Courses are in disciplines including: biochemistry, molecular cell biology, genetics, histology, human anatomy (with lab), human physiology, microbiology, immunology, pharmacology, and the capstone project. The capstone project includes preparation of a scholarly, literature-based portfolio on a topic chosen by the student, (usually a disease condition) and a presentation of the chosen topic in a poster format. In addition, students are required to take elective credits if needed to bring the total quarter credits to 15 or more credits. The elective credits, offered in a variety of disciplines, include other biomedical science courses.

ADMISSIONS

Admission Requirements

To be considered for admission to the Master of Arts in Biomedical Sciences degree program, applicants must submit the following documented evidence:

1. Completion of a bachelor's degree (B.A. or B.S.) or higher, preferably with a major in the sciences, from a regionally accredited college or university.
2. A minimum cumulative grade point average (GPA) of 2.75 on a scale of 4.00 in all coursework completed for their bachelor's or higher degree program.
3. Two letters of recommendation (or one committee letter from the applicant's college or university).
4. Official transcripts from each college or university attended.
5. Test scores from one of the following: Graduate Record Examination (GRE), Medical College Admissions Test (MCAT), Pharmacy College Admissions Test (PCAT), Dental Admissions Test (DAT), Optometry Admissions Test (OAT), or other professional program admissions test.
6. Completion of the typical prerequisite coursework for admission into medical, dental, optometry or pharmacy schools, including biology, general chemistry, organic chemistry, physics, and mathematics. Prospective students are responsible for determining the prerequisites for the health professional program and institution of their choice.
7. Completion of the prerequisite courses with grades of C or better (grades of C- are not acceptable).
8. Passage of the Midwestern University criminal background check.
9. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Prerequisite Courses

| Course | Sem. Hrs. | Qtr. Hrs. |
|-----------------------------------|-----------|-----------|
| Biology with laboratory | 8 | 12 |
| General Chemistry with laboratory | 8 | 12 |
| Organic Chemistry with laboratory | 8 | 12 |
| Physics | 4 | 6 |
| Mathematics | 3 | 4 |

Application Process and Deadlines

To be considered for admission, applicants must submit:

1. A completed Application for Admission to the Master of Arts in Biomedical Sciences Program.
2. A nonrefundable, nonwaivable application fee (\$50 for the Master's degree program).
3. Two letters of recommendation (or one committee letter). The Office of Admissions will accept signed and sealed letters from prehealth advisors or committees, science professors, and health professionals.
4. Official transcripts from each college or university attended. Applicants must submit directly to the Office of Admissions official transcripts from every undergraduate, graduate, or professional school that they have attended or are currently attending. These transcripts must be sealed and signed by the registrar at each institution.
5. Scores from the Medical College Admissions Test (MCAT), Pharmacy College Admissions Test (PCAT), Graduate Record Examination (GRE), Dental Admissions Test (DAT), Optometry Admissions Test (OAT), or other professional program admissions test.

The Biomedical Sciences Program uses a rolling admission process in which completed applications are reviewed and decisions are made at regular intervals during the admissions cycle. The Master of Arts in Biomedical Sciences Program begins in the Fall Quarter. Admission to the Biomedical Sciences Program is considered on a competitive basis for applicants who have completed the required prerequisites. Multiple criteria are used to select the most qualified candidates, including selection of those students the Admissions Committee feels would benefit the most from the Program. Selection decisions for the Program are made by the Biomedical Sciences Program Admissions Committee with the approval of the Program Director and the Dean of the College of Health Sciences until the class is filled. To maximize competitiveness within the rolling admission process, candidates are advised to submit their completed applications early in the admission cycle. No applications will be accepted after July 15th. The deadline for applications from applicants outside of the United States is June 1st.

Interview and Selection Process

After receiving completed application packets, the Admissions Office verifies the information provided to determine whether all prerequisite coursework has been completed satisfactorily or will be completed prior to potential matriculation and also to verify the cumulative GPAs for applicants for all completed courses. The application materials are reviewed to determine eligibility for interviews, which are conducted over the telephone. Completed applications and interview summaries are forwarded to the Biomedical Sciences Program Admissions

Committee. Applicants will receive notification in writing of admissions decisions.

Please note: Applicants may track the receipt of their application materials and the status of their files on the University's website with the instructions for accessing their account information that will be sent by the Office of Admissions after receipt of their applications. Applicants are responsible for notifying the Office of Admissions of any changes in their telephone number, mailing address or e-mail address.

All requests for application withdrawal must be made in writing to the Office of Admissions:

Midwestern University
Office of Admissions
19555 N. 59th Avenue
Glendale, AZ 85308
888/247-9277 or 623/572-3215
admissaz@midwestern.edu

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-

dimensional relationships and understand spatial relationships.

- Behavioral and Social Attributes: The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Students who fail to satisfy these matriculation requirements or who omit or falsify information required on official admission documents automatically forfeit their seat in the program. Any individual accepted for admission to the college/program who does not comply with stated timelines for submission of all required materials receives no further notification from the college regarding the forfeiture of their seat.

Transfer Process

Transfer of a limited number of graduate level credits from other institutions may be allowed: 6 semester (9 quarter) hours for the Masters of Arts in Biomedical Sciences. This does not remove the requirement to enroll in a minimum of 12 credit hours per quarter.

GRADUATION REQUIREMENTS

To qualify for the degree Master of Arts in Biomedical Sciences (MA), students must:

- Follow an approved course of study acceptable to the Biomedical Sciences Program Education Committee.

- Satisfactorily complete all courses with a minimum cumulative grade point average of 2.75 for the Master of Arts in Biomedical Sciences degree.
- Satisfactorily complete the required minimum of 45 quarter hour credits for the Master of Arts in Biomedical Sciences degree program.
- Receive a favorable recommendation for Master's degree conferral from the Program Student Academic Review Committee and from the CHS Student Promotion and Graduation Committee.
- Receive a favorable recommendation for Master's degree conferral from the University Faculty Senate.
- Settle all financial accounts with the University.
- Complete all graduation clearance requirements as instructed by the Office of the Registrar.

CURRICULUM

Sample curriculum, course credits, and sequencing
Not all electives are offered every year.

MWU/CHS Biomedical Sciences Program reserves the right to alter its curriculum, however and whenever it deems appropriate. This catalog does not establish a contractual relationship between MWU and the student.

Total Quarter Credits for Completion of the Program: 45

Total Minimum Quarter Credit Hours Required 15

Fall Quarter Required Courses

| | | | |
|--------------|------|---------------------------------|-----------|
| ANATG | 503 | Human Anatomy with Laboratory | 4 |
| BMMAG | 500 | Introduction to Capstone Course | 1 |
| BMMAG | 550 | Biochemistry | 3 |
| BMMAG | 554 | Molecular Cell Biology | 3 |
| PHYSG | 1571 | Human Physiology I | 4 |
| Total | | | 15 |

Elective Course Options

| | | | |
|-------|-----|------------------------------|-----|
| BMMAG | 821 | Emerging Infectious Diseases | 1 |
| BMMAG | 870 | Drug Literature Evaluation | 1.5 |
| BMMAG | 871 | Medicinal Chemistry I | 1.5 |

Total Minimum Quarter Credit Hours Required 15

Winter Quarter Required Courses

| | | | |
|-------|-----|--------------------------------|---|
| BMMAG | 516 | Introduction to Medical Ethics | 2 |
| BMMAG | 524 | Immunology | 2 |

| | | | |
|--------------|------|---------------------|-----------|
| BMMAG | 525 | Microbiology I | 2 |
| BMMAG | 574 | Pharmacology I | 3 |
| HISTG | 502 | Histology | 2 |
| PHYSG | 1582 | Human Physiology II | 4 |
| Total | | | 15 |

Elective Course Options

| | | | |
|-------|-----|--------------------------|-----|
| BIOCG | 850 | Nutritional Biochemistry | 3 |
| BMMAG | 834 | Embryology | 3 |
| BMMAG | 872 | Medicinal Chemistry II | 1.5 |
| BMMAG | 876 | Pharmacognosy | 2 |

Total Minimum Quarter Credit Hours Required 15

Spring Quarter Required Courses

| | | | |
|-------|-----|-----------------|---|
| BMMAG | 526 | Microbiology II | 4 |
| BMMAG | 541 | Genetics | 3 |
| BMMAG | 575 | Pharmacology II | 4 |
| BMMAG | 590 | Capstone Course | 2 |

Total 13

Elective Course Options: 2 Elective Credits Required

| | | | |
|-------|----------|-----------------------------------|-----|
| BMMAG | 811 | Research Design and Statistics | 3 |
| BMMAG | 822 | Molecular Virology | 2 |
| BMMAG | 828 | Public Health and Epidemiology | 3 |
| BMMAG | 830 | Topics in Cardiovascular Sciences | 2 |
| BMMAG | 845 | Oncology | 3 |
| BMMAG | 863 | Neuroscience | 3 |
| BMMAG | 865 | Pathophysiology | 2 |
| BMMAG | 873 | Medicinal Chemistry III | 1.5 |
| BMMAG | 891, 892 | Advanced Topics | 1-3 |
| BMMAG | 893 | Special Topics | 1-3 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

ANATG 503 Human Anatomy with Laboratory

This course provides a lecture and lab-based survey of human anatomy. Students will develop three-dimensional anatomical knowledge that is required for biomedical and allied health training. Case studies will be used to foster familiarity with typical clinical presentations, and to learn how to approach diagnoses from a basic anatomical perspective. Lab sessions include the study of human cadaveric prosections, and a regional dissection of a portion of the human body. Student progress is evaluated through written and practical examinations.
4 credits

BMMAG 500 Introduction to Capstone Course

This course helps the student begin the necessary preparation for the Capstone Project; an integrative summation of learning on a selected topic presented in a poster and manuscript format in the spring quarter. The course will focus on critical review of pre-clinical and clinical literature, research topic selection, and the requirements for the Capstone project. Successful completion of the course requires selecting research team members, identifying a healthcare topic with a biomedical focus, and completion of critical thinking assignments.
1 credit

BMMAG 516 Introduction to Medical Ethics

The objectives of this course are to improve critical thinking skills, introduce argumentation and argumentative writing, and to familiarize the student with some of the prominent ethical dilemmas in contemporary clinical medicine.
2 credits

BMMAG 524 Immunology

This is a basic immunology course focusing on the concepts and components of the human immune system, with clinical examples presented when appropriate for enhancing comprehension of the material. The course will discuss established paradigms, experimental approaches, and biotechnological applications of immunology. Instruction and assessment will focus on acquisition and application of basic knowledge, as well as creative and critical thinking skills.
2 credits

BMMAG 525 Microbiology I

Graduate level introduction to central microbiological concepts orients students to current ideas and directions in the field. The course covers the basic biology of the major groups of microbiota; the relationships between microbes and their environment, between microbes, and between microbes and their hosts; evolution of microbes through the mechanisms of genome plasticity; and the relationship between microbial evolution and disease. The course includes

student reviews of the microbiological literature.
2 credits
Prerequisites: BMMAG 550 Biochemistry

BMMAG 526 Microbiology II

This course uses the transcendent concepts introduced in Microbiology I to study viruses, fungi, eukaryotic parasites and prions, mechanisms of infection and virulence, and specific bacterial, viral, fungal and parasitic diseases. The course includes student reviews of the microbiological literature, discussion of concepts, and special topics.

4 credits

Prerequisites: BMMAG 524 Immunology; BMMAG 525 Microbiology I

BMMAG 541 Genetics

This course will introduce the student to classical, population, quantitative, and molecular genetics. In general, the course will be taught from a medical perspective, while keeping in mind the evolutionary significance of pathological alleles. Topics included are: the human genome, core DNA technologies, genetic variation, mendelian transmission of traits, genetic basis of diseases, epigenetics, cancer genetics, genetic approaches to treating disease, risk assessment, genetic counseling, and ethical issues in clinical genetics.

3 credits

BMMAG 550 Biochemistry

This course covers the structures, functions and metabolism of proteins, nucleic acids, carbohydrates and lipids within the context of human biochemistry. The regulation and integration of metabolism at the cellular and tissue levels during the fed and fasting states will be emphasized. Correlations to disease processes and the biochemical basis of common clinical laboratory tests are used to illustrate clinical applications of biochemical concepts. Critical thinking and problem solving skills are developed with weekly problem sets.

3 credits

BMMAG 554 Molecular Cell Biology

This course is designed to provide students with a comprehensive overview of the function of eukaryotic cells at the molecular level. Topics covered include cell structure, gene transcription, translation, regulation of gene expression, DNA replication, cell signaling, regulation of cell growth and differentiation. Critical thinking and problem solving skills are developed using problem sets.

3 credits

BMMAG 574 Pharmacology I

This course begins with principles of pharmacodynamics and pharmacokinetics as related to humans. The underlying physiology and pathology of disease is discussed as students

learn about common drugs affecting major organ systems of the body, in particular the autonomic nervous system.
3 credits

BMMAG 575 Pharmacology II

This course continues on the material presented in BMMAG 574, covering pathophysiology and drugs of the cardiovascular and renal systems, the central nervous system, hemostasis, the autocooids, the respiratory system, the gastrointestinal system, the endocrine system, and chemotherapy.

4 credits

BMMAG 590 Capstone Course

This course represents the integrative summation of the required coursework in the Master's curriculum. Successful completion of the course requires the preparation of a scholarly, literature-based manuscript on a topic of the student's choice and presentation of the topic in a research poster format. Throughout the course, the student is required to show progression on their topic through submission of outlines and drafts of their manuscript and poster. This course will be initiated during the winter quarter and will be completed during the spring quarter.

2 credits

Prerequisites: Successful completion of BMMAG 500 Introduction to Capstone

HISTG 502 Histology

The purpose of histology is to acquire a basic foundation in the structure of cells, tissues, and selected organ systems. This knowledge assists the healthcare professional in interpreting laboratory test results and in assessing normal versus pathologic structure. The histology terminology taught is the vocabulary for continuing medical education used throughout the healthcare professional's career.

2 credits

PHYSG 1571, 1582 Human Physiology I, II

In this two-quarter series, students are introduced to the basic physiological principles that underlie normal function of various organs and organ systems. Emphasis is given to developing an understanding of health in physiological terms and appreciating the diverse regulatory processes that maintain the homeostasis of the human body. Topics presented include a general study of cell function; properties of excitable cells; and the function of the neuromuscular, cardiovascular, renal, respiratory, digestive, endocrine, and reproductive systems.

Each course 4 credits

ELECTIVES

Not all electives are offered every year.

BIOCG 850 Nutritional Biochemistry

This course examines the impact of nutrients and energy balance on health and well being of humans throughout the life cycle. In addition, the course explores the role of nutrition in several multifactorial human diseases.

3 credits

BMMAG 811 Research Design and Statistics

This course introduces the student to the basic principles of statistical analysis, followed by specific statistical tests. The foundation will be laid by means of descriptive statistics, probability, probability distributions, normality testing and data transformations, sampling and research designs, and the principles of statistical hypothesis testing and power analysis. Specific statistical tests will include the t-test, ANOVA and the chi-square test.

3 credits

BMMAG 821 Emerging Infectious Diseases

Following a series of introductory lectures on the meaning of disease, and the special properties of newly emergent diseases, students research and present selected topics in infectious diseases currently recognized as emerging by the CDC, WHO and USDA. An important aim of the course is to introduce students to literature research methods and to hone peer presentation skills within the biomedical and public health context.

1 credit

BMMAG 822 Molecular Virology

This course focuses on the molecular and biological aspects of human viruses. Emphasis will be placed on the viral genetics, viral life-cycle, and diseases caused by members of the major virus families. Additionally, the historical significance of specific viruses will be highlighted along with current outbreaks around the globe.

2 credits

BMMAG 828 Public Health and Epidemiology

Using a blended format (in-class and online) with emphasis on discussion and personal discovery, this course will introduce the student to public health, environmental health and epidemiology. It will increase awareness of public health activities and foster critical review of public health data found in news articles and professional journals. A student completing this course should have a better understanding of public health as well as how it can become part of a professional career.

3 credits

BMMAG 830 Topics in Cardiovascular Sciences

This course provides a general knowledge of the most important and life-threatening types of cardiovascular disease, as well as the cellular and molecular mechanisms underlying the pathogenesis, and the current scientific approaches to investigate these diseases. The course will also introduce and explore the latest therapeutic approaches in the field of cardiovascular diseases.

2 credits

BMMAG 834 Embryology

This course is designed to introduce students to the formation of the human body. In addition to learning about the normal development, students will learn about numerous types of birth defects.

3 credits

BMMAG 845 Oncology

This course is an introduction to cancer and the biological aspects of tumor growth with emphasis on the development and progression of cancer. Selected methods of cancer diagnosis and therapy are discussed based on reviews of current literature.

3 credits

BMMAG 863 Neuroscience

This course is an introductory survey intended to provide the student with a basic understanding of the nervous system at the cellular level. Topics of focus include basic neuronal function, development of the nervous system, sensory perception, and prevalent neurologic and psychiatric diseases. This is an interdisciplinary course that will integrate basic concepts in cellular biology, pharmacology and physiology as well as provide insight to the most recent advances in our understanding of neuropathology.

3 credits

BMMAG 865 Pathophysiology

This course will introduce the student to current literature relating to pathophysiology and how it is presented to clinicians. Students will read recent review articles relating to new findings about selected diseases. From the review articles, several research articles will be selected to read and discuss in depth. The purpose of the course is to expose the student to the latest developments in pathophysiology and how they relate to courses taken in the Biomedical Sciences program.

2 credits

Prerequisites: BMMAG 574 Pharmacology; PHYSG 1571 Human Physiology I; PHYSG 1582 Human Physiology II

BMMAG 870 Drug Literature Evaluation

This course introduces, discusses and applies primary, secondary and tertiary references commonly encountered in

medical/ pharmaceutical education.
1.5 credits

BMMAG 871, 872, 873 Medicinal Chemistry I, II, III

These courses discuss the chemistry of therapeutic agents – drugs. BMMAG 871 focuses on functional chemical groups and drug metabolism. BMMAG 872 and BMMAG 873 are coupled to the two pharmacology core courses by integrating the importance of chemical structure-activity relationships on a topic by topic basis.
Each course 1.5 credits

BMMAG 876 Pharmacognosy

Pharmacognosy is the discipline involved with the discovery, processing and formulation of drugs from natural sources. This course will cover the major classes of natural drugs including the glycosides, terpenoids, alkaloids, proteins, antibiotics and vaccines. In addition, newer sources of natural drugs such as the dynamic marine pharmacognosy and pharmacobiotechnology will be introduced.
2 credits

BMMAG 891, 892 Advanced Topics

The Advanced Topic Series is an opportunity for students to receive individualized or small group instruction on selected advanced topics in any of the basic science disciplines. The format for instruction includes mentoring by individual faculty, case study discussion, review of landmark publications, and class presentations. Students are expected to master major concepts specific to the discipline selected. The mentoring faculty individualizes evaluation of the students.
1-3 credits

BMMAG 893 Special Topics

This independent study-style course is intended to allow students to explore topics of interest not otherwise covered in the curriculum. Students must identify a faculty member to oversee and approve the independent study and meet with faculty to discuss the topic and formulate a plan of study. Students will present their findings at the end of the course. Usually, the course will involve an academic review of pertinent literature and the writing of a review paper.
1-3 credits

MASTER OF BIOMEDICAL SCIENCES DEGREE PROGRAM

MISSION

The Midwestern University Master of Biomedical Sciences Program educates and prepares students in the biomedical sciences to be competitive applicants for careers in a wide range of health-related fields, as well as for additional academic and professional training.

DEGREE DESCRIPTION

The Master of Biomedical Sciences (MBS) Program is designed as a full-time, 21 month, graduate-level program that provides the student with a broad background in the biomedical sciences, laboratory experiences, and research skills. The curriculum is designed to help students improve their academic foundation in the biomedical sciences and augment their credentials for admission into medical school or other health professional program and prepare and graduate students who have extensive knowledge, technical skills, and expertise to function in a variety of biomedical professions. These include careers as technicians and supervisors in the biotechnology, biosafety, and pharmaceutical industry; research personnel in biomedical science laboratories; employees in governmental and regulatory agencies; and faculty for undergraduate teaching programs.

The 88.5-quarter-hour (minimum) master's degree curriculum is usually completed in 21-24 months. All students must complete the program within three years of matriculation, excepting approved leaves of absence. All students are required to complete a research project approved by the student's research committee. The required curriculum includes basic science courses in biochemistry; molecular and cellular biology; genetics; and physiology. Students must also complete at least one additional basic science sequence: microbiology and immunology; pharmacology; or anatomy and histology. In addition to the basic science courses, the student must take a series of research courses that prepares them for a research project and thesis that is the culmination of the degree program. The research courses include Research Topics and Methods, Research Design and Statistics, Advanced Research Design and Statistics, Good Laboratory Practice, Journal Club, Laboratory Rotations, Philosophical Foundations of Research, Research Literature Review, Research Protocol, Graduate Seminar Series, Laboratory Research, and Research Thesis. Finally, a series of electives and independent study courses are available. The electives allow the student to further specify an area of interest.

ADMISSIONS

Admission Requirements

To be considered for admission to the Master of Biomedical Sciences degree program, applicants must submit the following documented evidence:

1. Completion of a bachelor's degree (B.A. or B.S.) or higher, preferably with a major in the sciences, from a regionally accredited college or university.
2. A minimum cumulative grade point average (GPA) of 2.75 on a scale of 4.00 in all coursework completed for their bachelor's or higher degree program.

3. Two letters of recommendation (or one committee letter from applicant's college or university).
4. Official transcripts from each college or university attended.
5. Test scores from one of the following: Graduate Record Examination (GRE), Medical College Admissions Test (MCAT), Pharmacy College Admissions Test (PCAT), Dental Admissions Test (DAT), Optometry Admissions Test (OAT), or other professional program admissions test.
6. Completion of the typical prerequisite coursework for admission into medical, dental, optometry or pharmacy schools, such as: biology, general chemistry, organic chemistry, physics and mathematics are strongly recommended. Prospective students are responsible for determining the prerequisites for the health professional program and institution of their choice.
7. Passage of the Midwestern University criminal background check.
8. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Application Process and Deadlines

To be considered for admission, applicants must submit the following:

1. A completed Application for Admission to the Master of Biomedical Sciences Program.
2. A nonrefundable, nonwaivable application fee (\$50 for the Master's degree program).
3. Two letters of recommendation (or one committee letter). The Office of Admissions will accept signed and sealed letters from prehealth advisors or committees, science professors, and health professionals.
4. Official transcripts from each college or university attended. Applicants must submit directly to the Office of Admissions official transcripts from every undergraduate, graduate, or professional school they have attended or are currently attending. These transcripts must be signed and sealed by the registrar at each institution.
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Midwestern University
Office of Admissions
19555 N. 59th Avenue
Glendale, AZ 85308
888/247-9277 or 623/572-3215
admissaz@midwestern.edu

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The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. Observation: The candidate must be able to accurately make observations at a distance and close at hand.

Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Transfer Process

Transfer of a limited number of graduate level credits from other institutions may be allowed: 6 semester (9 quarter) hours for the Masters of Biomedical Sciences. This does not

remove the requirement to enroll in a minimum of 12 credit hours per quarter.

GRADUATION REQUIREMENTS

To qualify for the degree Master of Biomedical Sciences (MBS), students must:

1. Follow an approved course of study acceptable to the Biomedical Sciences Program Education Committee.
2. Satisfactorily complete all courses with a minimum cumulative grade point average of 2.75 for the Master in Biomedical Sciences degree.
3. Satisfactorily complete the required minimum of 88.5 quarter hour credits for the Master of Biomedical Sciences degree program.
4. Satisfactorily defend a Master's level research thesis project.
5. Receive a favorable recommendation for Master's degree conferral from the Program Student Academic Review Committee and from the CHS Student Promotion and Graduation Committee.
6. Receive a favorable recommendation for Master's degree conferral from the University Faculty Senate.
7. Settle all financial accounts with the University.
8. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

CURRICULUM

MWU/CHS Biomedical Sciences Program reserves the right to alter its curriculum however and whenever it deems appropriate. This catalog does not establish a contractual relationship between MWU and the student.

Total Quarter Credits for Completion of the Program:
88.5

First Year Curriculum

Sample curriculum, course credits, and sequencing. Not all electives are offered every year.

First year elective courses are also available to second year students.

Fall Quarter

Total Minimum Quarter Credit Hours Required 12

Core Requirements

| | | | |
|-------|-----|-------------------------------|-----|
| ANATG | 504 | Human Anatomy with Laboratory | 4 |
| BMMSG | 504 | Graduate Seminar Series | 1 |
| BMMSG | 510 | Research Topics and Methods | 2 |
| BMMSG | 519 | Laboratory Rotation | 1.5 |
| BMMSG | 550 | Biochemistry | 3 |

| | | | | | | | |
|---------------------------------------------|------|--------------------------------|------------------|--------------------------------|------|-----------------------------------|--------------|
| BMMSG | 554 | Molecular Cell Biology | 3 | BMMSG | 581 | Laboratory Research | 1-5 |
| PHYSG | 1572 | Human Physiology I | 4 | Total | | | 12-21 |
| Total | | | 14.5-18.5 | Elective Course Options | | | |
| Elective Course Options | | | | BMMSG | 822 | Molecular Virology | 2 |
| BMMSG | 821 | Emerging Infectious Diseases | 1 | BMMSG | 828 | Public Health and Epidemiology | 3 |
| BMMSG | 870 | Drug Literature Evaluation | 1.5 | BMMSG | 830 | Topics in Cardiovascular Sciences | 2 |
| BMMSG | 871 | Medicinal Chemistry I | 1.5 | BMMSG | 845 | Oncology | 3 |
| Total | | | - | BMMSG | 863 | Neuroscience | 3 |
| Winter Quarter | | | | BMMSG | 865 | Pathophysiology | 2 |
| Total Minimum Quarter Credit Hours Required | | | 12 | BMMSG | 873 | Medicinal Chemistry III | 1.5 |
| Core Requirements | | | | PSCIG | 1308 | Dangerous Plants and Animals | 1.5 |
| BMMSG | 505 | Graduate Seminar Series | 1 | | | | |
| BMMSG | 512 | Research Literature Review | 2 | | | | |
| BMMSG | 524 | Immunology | 2 | | | | |
| BMMSG | 525 | Microbiology I | 2 | | | | |
| BMMSG | 574 | Pharmacology I | 3 | | | | |
| BMMSG | 580 | Laboratory Research | 1 | | | | |
| HISTG | 503 | Histology | 2 | | | | |
| PHYSG | 1583 | Human Physiology II | 4 | | | | |
| Total | | | 12-22 | | | | |
| Elective Course Options | | | | | | | |
| BIOCG | 851 | Nutritional Biochemistry | 3 | | | | |
| BMMSG | 816 | Introduction to Medical Ethics | 2 | | | | |
| BMMSG | 834 | Embryology | 3 | | | | |
| BMMSG | 872 | Medicinal Chemistry II | 1.5 | | | | |
| BMMSG | 876 | Pharmacognosy | 2 | | | | |
| Total | | | - | | | | |
| Spring Quarter | | | | | | | |
| Total Minimum Quarter Credit Hours Required | | | 12 | | | | |
| Core Requirements | | | | | | | |
| BMMSG | 506 | Graduate Seminar Series | 1 | | | | |
| BMMSG | 515 | Research Protocol | 2 | | | | |
| BMMSG | 526 | Microbiology II | 4 | | | | |
| BMMSG | 541 | Genetics | 3 | | | | |
| BMMSG | 575 | Pharmacology II | 4 | | | | |

Second Year Curriculum

Sample curriculum, course credits, and sequencing. Not all electives are offered every year.

First year elective courses are also available to second year students.

In addition to core requirements listed, students must complete a minimum of 24 credit hours in Laboratory Research and 4 credit hours in Research Thesis. Students must take a combination of additional electives, Laboratory Research, or Research Thesis credit hours to reach the minimum 88.5 credit hours required for graduation.

Summer Quarter

Total Minimum Quarter Credit Hours Required 12

Core Requirements

| | | |
|--------------|---------------------------------------|--------------|
| BMMSG 607 | Journal Club | 1 |
| BMMSG 611 | Research Design and Statistics | 3 |
| BMMSG 612 | Good Laboratory Practice | 1 |
| BMMSG 617 | Philosophical Foundations of Research | 2.5 |
| BMMSG 682 | Laboratory Research | 1-10 |
| BMMSG 693 | Research Thesis | 1-4 |
| Total | | 12-16 |

Fall Quarter

Total Minimum Quarter Credit Hours Required 12

Core Requirements

| | | |
|--------------|-------------------------|--------------|
| BMMSG 608 | Graduate Seminar Series | 1 |
| BMMSG 683 | Laboratory Research | 1-10 |
| BMMSG 690 | Research Thesis | 1-4 |
| Total | | 12-13 |

Elective Course Options

| | | |
|-----------|---------------------------------|---|
| BMMSG 814 | Advanced Research Data Analysis | 3 |
|-----------|---------------------------------|---|

Winter Quarter

Total Minimum Quarter Credit Hours Required 12

Core Requirements

| | | |
|--------------|-------------------------|--------------|
| BMMSG 609 | Graduate Seminar Series | 1 |
| BMMSG 684 | Laboratory Research | 1-10 |
| BMMSG 691 | Research Thesis | 1-4 |
| Total | | 12-15 |

Spring Quarter

Total Maximum Quarter Credit Hours Required 12-15

Core Requirements

| | | |
|--------------|-------------------------|--------------|
| BMMSG 610 | Graduate Seminar Series | 1 |
| BMMSG 685 | Laboratory Research | 1-10 |
| BMMSG 692 | Research Thesis | 1-4 |
| Total | | 12-15 |

Elective courses with quarters to be determined

Elective Courses

| | | |
|-----------|--------------------------------------|-----|
| BMMSG 813 | Writing for Publication | 3 |
| BMMSG 818 | Grant Writing in the Health Sciences | 3 |
| BMMSG 891 | Advanced Topics I | 1-3 |
| BMMSG 892 | Advanced Topics II | 1-3 |
| BMMSG 893 | Special Topics | 1-3 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

ANATG 504 Human Anatomy with Laboratory

This course provides a lecture and lab-based survey of human anatomy. Students will develop three-dimensional anatomical knowledge that is required for biomedical and allied health training. Case studies will be used to foster familiarity with typical clinical presentations, and to learn how to approach diagnoses from a basic anatomical perspective. Lab sessions include the study of human cadaveric prosections, and a regional dissection of a portion of the human body. Student progress is evaluated through written and practical examinations.
4 credits

BMMSG 504, 505, 506, 608, 609, 610 Graduate Seminar Series

This course provides graduate students with the opportunity to learn and fine-tune their skills in oral scientific presentation in front of an audience (faculty, research staff and peers), provides exposure to other research areas and disciplines and promotes interprofessional collaborations on Midwestern University campus. The topic for oral presentations will be chosen by the graduate student in consultation with their research supervisor(s).
Each 1 credit

BMMSG 510 Research Topics and Methods

The course explores a variety of research and professional issues pertinent to the basic scientist such as current policy, bioethical issues, and funding issues and different disciplines in the biomedical research field. The format of the class includes both lecture and small group discussion. The course is intended to provide the student with a broad understanding of scientific research topics, scientific literature, ethical issues in biomedical sciences, with a view toward developing the topic of the Master's research project.
2 credits

BMMSG 512 Research Literature Review

This course is a combination of classroom lectures and independent studies designed to give master's students the opportunity to perform the literature research necessary for completion of the Master of Biomedical Sciences degree.
2 credits

BMMSG 515 Research Protocol

This course is an independent study course designed to give master's students the opportunity to develop a specific, comprehensive research protocol that will be implemented during completion of the Master of Biomedical Sciences Degree.
2 credits
Prerequisites: BMMSG 512 Research Literature Review

BMMSG 519 Laboratory Rotation

Rotations are designed to introduce students to laboratory research in a practical setting. They also assist the student in choosing a laboratory for thesis work. The quarter will be divided into three, 3-week sections. In each section, students will perform a 20-hour rotation in a research laboratory under the supervision of a faculty preceptor. During rotations, students will learn laboratory safety, notebook keeping, and basic laboratory techniques.
1.5 credits

BMMSG 524 Immunology

This is a basic immunology course focusing on the concepts and components of the human immune system, with clinical examples presented when appropriate for enhancing comprehension of the material. The course will discuss established paradigms, experimental approaches, and biotechnological applications of immunology. Instruction and assessment will focus on acquisition and application of basic knowledge, as well as creative and critical thinking skills. (Core Sequence 2)
2 credits

BMMSG 525 Microbiology I

Graduate level introduction to central microbiological concepts orients students to current ideas and directions in

the field. The course covers the basic biology of the major groups of microbiota; the relationships between microbes and their environment, between microbes, and between microbes and their hosts; evolution of microbes through the mechanisms of genome plasticity; and the relationship between microbial evolution and disease. The course includes student reviews of the microbiological literature. (Core Sequence 2)
2 credits
Prerequisites: BMMSG 550 Biochemistry

BMMSG 526 Microbiology II

This course uses the transcendent concepts introduced in Microbiology I to study viruses, fungi, eukaryotic parasites and prions, mechanisms of infection and virulence, and specific bacterial, viral, fungal and parasitic diseases. The course includes student reviews of the microbiological literature, discussion of concepts, and special topics. (Core Sequence 2)
4 credits
Prerequisites: BMMSG 524 Immunology; BMMSG 525 Microbiology I

BMMSG 541 Genetics

This course will introduce the student to classical, population, quantitative, and molecular genetics. In general, the course will be taught from a medical perspective, while keeping in mind the evolutionary significance of pathological alleles. Topics included are: the human genome, core DNA technologies, genetic variation, mendelian transmission of traits, genetic basis of diseases, epigenetics, cancer genetics, genetic approaches to treating disease, risk assessment, genetic counseling, and ethical issues in clinical genetics.
3 credits

BMMSG 550 Biochemistry

This course covers the structures, functions and metabolism of proteins, nucleic acids, carbohydrates and lipids within the context of human biochemistry. The regulation and integration of metabolism at the cellular and tissue levels during the fed and fasting states will be emphasized. Correlations to disease processes and the biochemical basis of common clinical laboratory tests are used to illustrate clinical applications of biochemical concepts. Critical thinking and problem solving skills are developed with weekly problem sets.
3 credits

BMMSG 554 Molecular Cell Biology

This course is designed to provide students with a comprehensive overview of the function of eukaryotic cells at the molecular level. Topics covered include cell structure, gene transcription, translation, regulation of gene expression, DNA replication, cell signaling, regulation of cell growth and

differentiation. Critical thinking and problem solving skills are developed using problem sets.
3 credits

BMMSG 574 Pharmacology I

This course begins with principles of pharmacodynamics and pharmacokinetics as related to humans. The underlying physiology and pathology of disease is discussed as students learn about common drugs affecting major organ systems of the body, in particular the autonomic nervous system.
3 credits

BMMSG 575 Pharmacology II

This course continues on the material presented in BMMSG 574, covering pathophysiology and drugs of the cardiovascular and renal systems, the central nervous system, hemostasis, the autocooids, the respiratory system, the gastrointestinal system, the endocrine system, and chemotherapy.
4 credits

BMMSG 580, 581, 682, 683, 684, 685, 686, 687, 688, 689 Laboratory Research

The program culminates in a laboratory or clinical research project. It is the student's responsibility to identify a research mentor and laboratory (or clinical setting) in which to conduct their research. The student is required to take one or more credits of Laboratory Research each quarter beginning winter of the first year. Credits taken each quarter will depend on the research project, elective courses, and credits needed to retain full time status. A minimum of 24 credit hours is required for the degree. There is no limit to the number of research credits that can be taken.
BMMSG 580 1 credit; BMMSG 581 1-5 credits; BMMSG 682-689 1-10 credits
Prerequisites: BMMSG 510 Research Topics and Methods

BMMSG 607 Journal Club

This course consists of weekly meetings for in-depth discussions of current research articles. This class will greatly enhance the opportunities for students to develop their critical thinking skills.
1 credit

BMMSG 611 Research Design and Statistics

This course introduces the student to the basic principles of statistical analysis, followed by specific statistical tests. The foundation will be laid by means of descriptive statistics, probability, probability distributions, normality testing and data transformations, sampling and research designs, and the principles of statistical hypothesis testing and power analysis. Specific statistical tests will include the t-test, ANOVA and the chi-square test.
3 credits

BMMSG 612 Good Laboratory Practice

This course is offered through the Collaborative Institutional Training Initiative (CITI) Online Program and provides a working knowledge of Good Laboratory Practice (GLP) for anyone involved in nonclinical laboratory studies within industry, academia or government facilities. The GLP course provides an overview of how nonclinical laboratory studies should be planned, performed, monitored, recorded and archived according to requirements and regulations of the Food and Drug Administration (FDA) and other regulatory agencies.
1 credit

BMMSG 617 Philosophical Foundations of Research

This course provides an introduction to the foundational philosophical concepts that underpin and justify research in the biomedical sciences, including epistemology (theories of knowledge), ontology (theories of being) and ethics (theories of responsible conduct). The course aims to develop critical thinking and writing skills and to familiarize students with factors that both legitimize and establish the limits of scientific inquiry as well as guide its everyday practice.
2.5 credits

BMMSG 690, 691, 692, 693, 694, 695, 696, 697 Research Thesis

The thesis is the culmination of the program. It describes the objective, research question, and design of the project; data analysis; and conclusions based on the information gathered. The student's Research Committee approves the proposal, oversees the research project, and approves the final research thesis and oral defense. Credits taken each quarter will depend on the research project, laboratory research, elective courses, and credits needed to retain full time status. A minimum of 4 credit hours is required for the degree.
Per quarter 1-4 credits
Prerequisites: BMMSG 510 Research Topics and Methods; BMSMSG 512 Research Literature Review; BMMSG 515 Research Protocol; BMMSG 611 Research Design and Statistics

HISTG 503 Histology

The purpose of histology is to acquire a basic foundation in the structure of cells, tissues, and selected organ systems. This knowledge assists the healthcare professional in interpreting laboratory test results and in assessing normal versus pathologic structure. The histology terminology taught is the vocabulary for continuing medical education used throughout the healthcare professional's career.
2 credits

PHYSG 1572, 1583 Human Physiology I, II

In this two-quarter series, students are introduced to the basic physiological principles that underlie normal function of

various organs and organ systems. Emphasis is given to developing an understanding of health in physiological terms and appreciating the diverse regulatory processes that maintain the homeostasis of the human body. Topics presented include a general study of cell function; properties of excitable cells; and the function of the neuromuscular, cardiovascular, renal, respiratory, digestive, endocrine, and reproductive systems.
Each course 4 credits

ELECTIVES

Not all electives are offered every year.

BIOCG 851 Nutritional Biochemistry

This course examines the impact of nutrients and energy balance on health and well being of humans throughout the life cycle. In addition, the course explores the role of nutrition in several multifactorial human diseases.
3 credits

BMMSG 813 Writing for Publication

Scientific writing is a specialized discipline which clearly, accurately and concisely conveys ideas and information. This course is designed to help students organize and write a research paper, produce supporting figures and tables, recognize and emulate quality writing, and understand the editorial process that is central to ensuring quality scientific literature. Students are assessed based on the production of a manuscript suitable for publication using their own research data.
3 credits

BMMSG 814 Advanced Research Data Analysis

This elective course is designed to give the student training in the use of statistics or other computational/analytical techniques specific for analysis of their research data that was not covered in BMMSG 611. The student will present the results of their analysis as a paper.
3 credits
Prerequisites: BMMSG 611 Research Design and Statistics

BMMSG 816 Introduction to Medical Ethics

The objective of this course are to improve critical thinking skills, introduce argumentation and argumentative writing, and to familiarize the student with some of the prominent ethical dilemmas in contemporary clinical medicine.
2 credits

BMMSG 818 Grant Writing in the Health Sciences

This course is designed to teach students the process of writing a complete grant that meets requirements for federal grant applications. Each student learns to identify appropriate funding sources, plan a research project, organize data, write a research project budget, develop specific aims, and reference

the most appropriate literature. The course culminates in a written grant proposal suitable for submission.
3 credits

BMMSG 821 Emerging Infectious Diseases

Following a series of introductory lectures on the meaning of disease, and the special properties of newly emergent diseases, students research and present selected topics in infectious diseases currently recognized as emerging by the CDC, WHO and USDA. An important aim of the course is to introduce students to literature research methods and to hone peer presentation skills within the biomedical and public health context.
1 credit

BMMSG 822 Molecular Virology

This course focuses on the molecular and biological aspects of human viruses. Emphasis will be placed on the viral genetics, viral life-cycle, and diseases caused by members of the major virus families. Additionally, the historical significance of specific viruses will be highlighted along with current outbreaks around the globe.
2 credits
Prerequisites: BMMSG 524 Immunology

BMMSG 828 Public Health and Epidemiology

Using a blended format (in-class and online) with emphasis on discussion and personal discovery, this course will introduce the student to public health, environmental health and epidemiology. It will increase awareness of public health activities and foster critical review of public health data found in news articles and professional journals. A student completing this course should have a better understanding of public health as well as how it can become part of a professional career
3 credits

BMMSG 830 Topics in Cardiovascular Sciences

This course provides a general knowledge of the most important and life-threatening types of cardiovascular disease, as well as the cellular and molecular mechanisms underlying the pathogenesis, and the current scientific approaches to investigate these diseases. The course will also introduce and explore the latest therapeutic approaches in the field of cardiovascular diseases.
2 credits

BMMSG 834 Embryology

This course is designed to introduce students to the formation of the human body. In addition to learning about the normal development, students will learn about numerous types of birth defects.
3 credits

BMMSG 845 Oncology

This course is an introduction to cancer and the biological aspects of tumor growth with emphasis on the development and progression of cancer. Selected methods of cancer diagnosis and therapy are discussed based on reviews of current literature.

3 credits

BMMSG 863 Neuroscience

This course is an introductory survey intended to provide the student with a basic understanding of the nervous system at the cellular level. Topics of focus include basic neuronal function, development of the nervous system, sensory perception, and prevalent neurologic and psychiatric diseases. This is an interdisciplinary course that will integrate basic concepts in cellular biology, pharmacology and physiology as well as provide insight to the most recent advances in our understanding of neuropathology.

3 credits

BMMSG 865 Pathophysiology

This course will introduce the student to current literature relating to pathophysiology and with how it is presented to clinicians. Students will read recent review articles relating to new findings about selected diseases. From the review articles, several research articles will be selected to read and discuss in depth. The purpose of the course is to expose the student to the latest developments in pathophysiology and how they relate to courses taken in the Biomedical Sciences program.

2 credits

Prerequisites: BMMSG 574; Pharmacology I; PHYSG 1572 Human Physiology I; PHYSG 1583 Human Physiology II

BMMSG 870 Drug Literature Evaluation

This course introduces, discusses and applies primary, secondary and tertiary references commonly encountered in medical/ pharmaceutical education.

1.5 credits

BMMSG 871, 872, 873 Medicinal Chemistry I, II, III

These courses discuss the chemistry of therapeutic agents – drugs. BMMSG 871 focuses on functional chemical groups and drug metabolism. BMMSG 872 and BMMSG 873 are coupled to the two pharmacology core courses by integrating the importance of chemical structure-activity relationships on a topic by topic basis.

Each course 1.5 credits

BMMSG 876 Pharmacognosy

Pharmacognosy is the discipline involved with the discovery, processing and formulation of drugs from natural sources. This course will cover the major classes of natural drugs including the glycosides, terpenoids, alkaloids, proteins, antibiotics and vaccines. In addition, newer sources of natural

drugs such as the dynamic marine pharmacognosy and pharmacobiotechnology will be introduced.

2 credits

BMMSG 891, 892 Advanced Topics I, II

The Advanced Topic Series is an opportunity for students to receive individualized or small group instruction on selected advanced topics in any of the basic science disciplines. The format for instruction includes mentoring by individual faculty, case study discussion, review of landmark publications, and class presentations. Students are expected to master major concepts specific to the discipline selected. The mentoring faculty individualizes evaluation of the students.

1-3 credits

BMMSG 893 Special Topics

This independent study-style course is intended to allow students to explore topics of interest not otherwise covered in the curriculum. Students must identify a faculty member to oversee and approve the independent study and meet with faculty to discuss the topic and formulate a plan of study. Students will present their findings at the end of the course. Usually, the course will involve an academic review of pertinent literature and the writing of a review paper.

1-3 credits

FACULTY

Leonard B. Bell, Ph.D.

Medical College of Wisconsin
Director and Professor

Lori M. Buhlman, Ph.D.

University of Arizona
College of Graduate Interdisciplinary Programs
Associate Professor

Pedro I. Chavez, Ph.D.

University of Texas
Graduate School
Professor

Kimbal E. Cooper, Ph.D.

University of Illinois
College of Liberal Arts and Sciences
Professor

Delrae M. Eckman, Ph.D.

University of Nevada, Reno
School of Medicine
Assistant Professor

Mitra Esfandiarei, Ph.D.

University of British Columbia
Faculty of Medicine
Department of Pathology & Laboratory Medicine
Assistant Professor

Sudhindra Gadagkar, Ph.D.

Dalhousie University
Associate Professor

Elizabeth E. Hull, Ph.D.

Rockefeller University
Professor

Nate W. Johnson, Ph.D.

Arizona State University
College of Liberal Arts & Sciences
Assistant Professor

Carleton B. Jones, Ph.D.

Washington State University
College of Pharmacy
Associate Professor

Scott D. Soby, Ph.D.

University of California, Davis
College of Agricultural and Environmental Science
Associate Program Director and Associate Professor

Brian P. Wellensiek, Ph.D.

University of Arizona
College of Medicine
Assistant Professor

CARDIOVASCULAR SCIENCE PROGRAM

MISSION

The Midwestern University Cardiovascular Science Program educates students to be compassionate, behaviorally competent, clinically proficient and professional members of the cardiac surgery team in the practice of cardiovascular perfusion.

ACCREDITATION

The Cardiovascular Science Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Committee-Perfusion Education (www.ac-pe.org). The Commission on Accreditation of Allied Health Education Programs is located at 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, phone number 727/210-2350.

DEGREE DESCRIPTION

Program graduates are provided with the knowledge and skills necessary to meet the demands that will be placed upon them in an ever-changing field where surgical, technological, and basic sciences are rapidly changing.

The 21-month curriculum leading to a Master of Science in Cardiovascular Science degree is a full-time professional program of seven continuous quarters. The program begins with three quarters of didactic and laboratory education at the Glendale campus. The student is exposed to cardiac surgery during the second and third quarters through clinical observation at affiliated hospitals in the Phoenix area.

The clinical rotation segment commences the student's second year. The clinical practicums are off campus at various affiliated hospitals located across the country. Relocation during clinical rotations will be necessary. This is a rigorous and demanding program; however, graduates are rewarded with the satisfaction that comes with accomplishment and an excellent start to their professional careers.

ADMISSIONS

The Cardiovascular Science Program currently uses a rolling admissions process. Completed applications are reviewed and decisions are made at regular intervals during the admissions

cycle until the class is filled. The admissions process is highly selective and applicants are encouraged to apply early in the cycle. Typically a class is filled by mid-April but applications are accepted until June 1st. Admission to the Cardiovascular Science Program at Midwestern University is considered on a competitive basis for prospective students who hold a bachelor's level (or its equivalent) or higher degree from a regionally accredited college or university. Applications received are reviewed by the Office of Admissions for completeness and referred to the Director of the Cardiovascular Science Program to determine eligibility for applicant interviews. Final acceptance into the Cardiovascular Science Program is determined by the Admissions Committee with the approval of both the Director of the Cardiovascular Science Program and the Dean. The Dean, via Office of Admissions, notifies applicants in writing of the admission action/decision. Decisions on acceptance are made until the maximum enrollment for each class is reached.

Admission Requirements

To be considered for admission to the Cardiovascular Science Program, applicants must submit documentation of the following:

1. Completion of a bachelor's level or higher degree from a regionally accredited college or university.
2. Minimum cumulative grade point average (GPA) of 2.75 and minimum cumulative science GPA of 2.75 on a scale of 4.00.
3. Completion of the Application for Admission.
4. Completion of the minimum number of prerequisite courses at a regionally accredited college or university.
 - All prerequisites must be completed with a grade of C or better
 - Grades of C- are not acceptable for any prerequisite courses
5. Completion of the Program's interview process (by invitation only).
6. Passage of the Midwestern University criminal background check.
7. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Prerequisite Courses

| Course | Sem. Hrs. | Qtr. Hrs. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Social and Behavioral Sciences (e.g., sociology, psychology, anthropology) | 6 | 9 |
| Biology (must include laboratory) | 8 | 12 |
| General Chemistry (inorganic; must include laboratory) | 4 | 6 |
| Anatomy | 3 | 4 |
| Physiology | 3 | 4 |
| Biochemistry | 3 | 4 |
| Physics | 3 | 4 |
| Applied Mathematics (college algebra or higher) | 3 | 4 |
| English (emphasizing composition, communication, and language skills) | 6 | 9 |
| General Education electives (recommended courses include fine arts, humanities, ethics, philosophy, foreign language, business principles, computer information systems, economics, and cultural anthropology.) | 25 | 38 |
| Total Credit Hours | 64 | 94 |

Application Process

To be considered for admission into the Cardiovascular Science Program, applicants must submit to the Office of Admissions an application packet that includes:

1. A completed Application for Admission form
2. A nonrefundable, nonwaivable application fee of \$50
3. Two signed and sealed letters of recommendation
4. Official transcripts from each college or university attended post-high school
5. GRE general test scores earned within the last three years

Office of Admissions
Midwestern University
19555 North 59th Avenue
Glendale, AZ 85308
623/572-3215 or 888/247-9277
Fax 623/572-3229
admissaz@midwestern.edu

Please note: Applicants may track the receipt of their application materials and the status of their files on the

University's website with the instructions for accessing account information that will be sent by the Office of Admissions after receipt of their applications. Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address and/or e-mail address. All requests for application withdrawals must be made in writing via e-mail, fax or letter to the Office of Admissions at the above address.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch, and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion,

integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Transfer Process

The Cardiovascular Science Program does not accept transfer students from other perfusion education programs.

Academic and Administrative Policies

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Satisfactory Progress

Once the students have matriculated, they are continuously enrolled in the program until graduation. Credit hours can be earned during any academic quarter; fall, winter, spring or summer. Student progress in the Cardiovascular Science Program is evaluated at the conclusion of each quarter. The Program Student Academic Review Committee conducts the evaluation of student progress and students are provided feedback about their progress.

The academic standing of a student is determined by the student's cumulative grade point average. A student enrolled in the Cardiovascular Science Program must pass all core courses with a minimum grade of B- or P and maintain a cumulative grade point average of 2.75 or higher to have achieved satisfactory academic progress. If a student fails to make satisfactory progress in completing his/her prescribed

course of study, he/she is placed on academic warning, academic probation, academic leave of absence, or academic dismissal, as described in the CHS Academic Policies section of the MWU Catalog.

Extended Program

For various reasons, a restructuring of a student's academic course load may be necessary. Accordingly, an individual's academic course load may be reduced so that the student enters an extended track year program. Such a program rearranges the course schedule so that the normal time period for the program is extended, usually by an additional year. A student is placed on an extended program by the Academic Review Committee.

GRADUATION REQUIREMENTS

To qualify for graduation with the Master of Science in Cardiovascular Science degree, students must:

1. Follow an approved course of study leading to the completion of a master's project acceptable to the Program Student Academic Review Committee;
2. Satisfactorily complete the required 103.5 quarter-credit hours in the overall course of study with a minimum cumulative grade point average of 2.75, have no course or rotation grade below a B- or P, and satisfactorily complete a final general exercise (Program Summative Session) involving a comprehensive knowledge-based and skills-based examination;
3. Receive a favorable recommendation for master's degree conferral from the Program Student Academic Review Committee and the College of Health Sciences Student Promotion and Graduation Committee and the University Faculty Senate;
4. Settle all financial accounts with the University; and
5. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS

Licensure is not required in all states, including Arizona. In those states requiring licensure, a perfusionist must be a certified clinical perfusionist. Certification is achieved by passing the certifying examination administered by the American Board of Cardiovascular Perfusion (ABCP).

For further information regarding the ABCP certifying examination, contact:

The American Board of Cardiovascular Perfusion
2903 Arlington Loop
Hattiesburg, MS 39404
601/268-2221

www.abcp.org

CURRICULUM

The Cardiovascular Science Program reserves the right to alter its curriculum, however and whenever it deems appropriate. This catalog does not establish a contractual relationship between MWU and the student.

Total Quarter Credits in the Professional Program: 103.5

First Professional Year:

Credit Hours Required: 52.5

Fall Quarter

| | | | |
|--------------|-------|--------------------------------------------------------------------|-------------|
| COREG | 1560E | Interprofessional Healthcare | 0.5 |
| CVSPG | 542 | Introduction to the Perfusion Environment | 1 |
| CVSPG | 551 | Anatomy for Cardiovascular Sciences | 2 |
| CVSPG | 553 | Monitoring and the Cardiovascular Patient | 4 |
| CVSPG | 555 | Applied Physiology & Pathophysiology for Cardiovascular Sciences I | 4 |
| CVSPG | 561 | Cardiovascular Perfusion Technology I | 4 |
| CVSPG | 591 | Cardiovascular Perfusion Practical Laboratory I | 2 |
| Total | | | 17.5 |

Winter Quarter

| | | | |
|--------------|-------|---------------------------------------------------------------------|-------------|
| COREG | 1570E | Interprofessional Healthcare | 0.5 |
| CVSPG | 531 | Cardiovascular Sciences Journal Review I | 2 |
| CVSPG | 534 | Cardiovascular Sciences Masters Project I | 1 |
| CVSPG | 556 | Applied Physiology & Pathophysiology for Cardiovascular Sciences II | 4 |
| CVSPG | 562 | Cardiovascular Perfusion Technology II | 4 |
| CVSPG | 571 | Clinical Observations & Seminars for Cardiovascular Sciences I | 2 |
| CVSPG | 581 | Applied Pharmacology for CV Sciences I | 2 |
| CVSPG | 592 | Cardiovascular Perfusion Practical Laboratory II | 2 |
| Total | | | 17.5 |

Spring Quarter

| | | | |
|--------------|-------|-----------------------------------------------------------------|-------------|
| COREG | 1580E | Interprofessional Healthcare | 0.5 |
| CVSPG | 535 | Cardiovascular Sciences Masters Project II | 1 |
| CVSPG | 544 | Quality & Risk Management for Cardiovascular Sciences | 2 |
| CVSPG | 557 | Cardiac Congenital Defects & Cardiac Pediatric Perfusion | 4 |
| CVSPG | 563 | Cardiovascular Perfusion Technology III | 4 |
| CVSPG | 572 | Clinical Observations & Seminars for Cardiovascular Sciences II | 2 |
| CVSPG | 582 | Applied Pharmacology for CV Sciences II | 2 |
| CVSPG | 593 | Cardiovascular Perfusion Practical Laboratory III | 2 |
| Total | | | 17.5 |

Second Professional Year:

Credit Hours Required: 51

Summer Quarter

| | | | |
|--------------|-----|---------------------------------|-----------|
| CVSPG | 601 | Clinical Practicum I (6 weeks) | 6 |
| CVSPG | 602 | Clinical Practicum II (6 weeks) | 6 |
| Total | | | 12 |

Fall Quarter

| | | | |
|--------------|-----|----------------------------------------------|-----------|
| CVSPG | 603 | Clinical Practicum III (6 weeks) | 6 |
| CVSPG | 604 | Clinical Practicum IV (6 weeks) | 6 |
| CVSPG | 662 | Special Techniques in Cardiopulmonary Bypass | 1 |
| Total | | | 13 |

Winter Quarter

| | | | |
|--------------|-----|---------------------------------|-----------|
| CVSPG | 605 | Clinical Practicum V (6 weeks) | 6 |
| CVSPG | 606 | Clinical Practicum VI (6 weeks) | 6 |
| CVSPG | 663 | Clinical Modules in Perfusion | 1 |
| Total | | | 13 |

Spring Quarter

| | | | |
|-------|-----|-----------------------------------|---|
| CVSPG | 607 | Clinical Practicum VII (6 weeks) | 6 |
| CVSPG | 608 | Clinical Practicum VIII (6 weeks) | 6 |

| | | |
|--------------|-----------------------------|-----------|
| CVSPG 664 | Current Trends in Perfusion | 1 |
| Total | | 13 |

CORE COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

COREG 1560E, 1570E, 1580E Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated. Each course 0.5 credits

CVSPG 531 Cardiovascular Sciences Journal Review I

This course covers topics related to cardiovascular perfusion. Students will evaluate journal review articles and present to the class. The course will provide the student with skills to review, critique, present, and lead discussions of journal articles that are relevant to perfusion and cardiothoracic surgery. 2 credits

CVSPG 534 Cardiovascular Sciences Masters Project I

This course applies the theory and principles presented in CVSPG 560 series Perfusion Technology courses and applies to a perfusion project. Students will conduct a literature review and design their conclusions on a given perfusion protocol topic. 1 credit

Prerequisites: CVSPG 561 Cardiovascular Perfusion Technology I; CVSPG 591 Cardiovascular Perfusion Practical Laboratory I

CVSPG 535 Cardiovascular Sciences Masters Project II

This course takes the theory and principles presented in CVSPG 591 and 592, CVSPG 561, 562, and 563 and has students integrate the material in a clinically relevant patient care plan. Students will use references from the literature to develop a Perfusion Care Plan for a simulated patient. 1 credit

Prerequisites: CVSPG 534 Cardiovascular Sciences Masters Project I

CVSPG 542 Introduction to the Perfusion Environment

This course provides an introduction to the operating room and its environment including sterile technique, instrumentation associated with cardiopulmonary bypass, blood-borne pathogens, personal protection equipment, emergency preparedness, HIPAA and professionalism. The curriculum also covers significant historical events that have led to the current technology of cardiac surgery and cardiopulmonary bypass. Emphasis is also placed on communication in the cardiac surgery suite and sequencing of events during a cardiac procedure involving cardiopulmonary bypass. 1 credit

CVSPG 544 Quality & Risk Management for Cardiovascular Sciences

This course covers topics related to quality management and risk management in cardiovascular perfusion. The quality management course will instruct the student in setting-up a quality management program for a perfusion department. The curriculum will incorporate the continuous quality improvement cycle including process improvement. The risk management segment covers topics related to risk management in cardiovascular perfusion. The course will instruct the student in risk management in perfusion technology. 2 credits

CVSPG 551 Anatomy for Cardiovascular Sciences

This course examines cardiac, vascular, renal, and respiratory anatomy as they are applied to cardiovascular science and perfusion technology in particular. Emphasis is placed on normal structure and function and the current techniques used to visualize and analyze each of the structures. 2 credits

CVSPG 553 Monitoring and the Cardiovascular Patient

This course provides an overview of patient monitoring, especially the critically ill patient. The course also provides introduction to all aspects of the cardiac surgery suite. The course takes an in-depth look at these monitors and analyzers. The student will learn how each device and system operates, the strengths and limitations of each, how to troubleshoot each system, and how to interpret the clinical data. 4 credits

CVSPG 555 Applied Physiology & Pathophysiology for Cardiovascular Sciences I

This course is the first in the series of two courses that take an in-depth look at the physiology and pathophysiology of the major organ systems of the human body. Emphasis is on the interaction of cardiopulmonary bypass with the systems' normal physiology and how the systems' pathophysiology affects the conduct of bypass. This course covers blood, the

heart, and the vascular system.
4 credits

CVSPG 556 Applied Physiology & Pathophysiology for Cardiovascular Sciences II

This course is the second in the series of two courses that take an in-depth look at the physiology and pathophysiology of the major organ systems of the human body. Emphasis is on the interaction of cardiopulmonary bypass with the systems' normal physiology and how the systems' pathophysiology affects the conduct of bypass. This course covers the autonomic nervous system, the immune system and inflammation, the lungs, the kidneys, and fluid and acid-base balance.

4 credits

Prerequisites: CVSPG 555 Applied Physiology & Pathophysiology for Cardiovascular Sciences I

CVSPG 557 Cardiac Congenital Defects & Cardiac Pediatric Perfusion

This course prepares students for participation in their pediatric rotations by providing an in-depth study of the cardiac congenital defects, the surgical procedures used to palliate and/or correct each defect, and a general overview of pediatric perfusion techniques. Emphasis is also placed on the physiological differences between adult and pediatric patients, device selection, volume management, cannulation techniques, temperature management, deep hypothermic circulatory arrest, and cerebral protection.

4 credits

Prerequisites: CVSPG 555, 556 Applied Physiology & Pathophysiology for Cardiovascular Sciences I, II; CVSPG 581 Applied Pharmacology for CV Sciences I; CVSPG 561, 562 Cardiovascular Perfusion Technology I, II

CVSPG 561 Cardiovascular Perfusion Technology I

This is the first in the series of three courses that explore the technology, techniques, and issues associated with cardiovascular perfusion and how the extracorporeal circuit is used in today's healthcare setting. This course provides an overview of the evolution of cardiopulmonary bypass, an introduction to the operating room and its environment including sterile technique, blood-borne pathogens, personal protection equipment, and an in-depth look at the components that comprise the extracorporeal circuit.

4 credits

CVSPG 562 Cardiovascular Perfusion Technology II

This is the second in the series of three courses that explore the technology, techniques, and issues associated with cardiovascular perfusion and how the extracorporeal circuit is used in today's healthcare setting. This course looks at the technology and techniques associated with the conduct of cardiopulmonary bypass. This includes hemodilution,

hypothermia, anticoagulation, myocardial protection, the interaction of blood with a foreign surface, and the pathophysiology associated with cardiopulmonary bypass.
4 credits

Prerequisites: CVSPG 553 Monitoring and the Cardiovascular Patient; CVSPG 561 Cardiovascular Perfusion Technology I; CVSPG 591 Cardiovascular Perfusion Practical Laboratory I

CVSPG 563 Cardiovascular Perfusion Technology III

This is the third in the series of three courses that explore the technology, techniques, and issues associated with cardiovascular perfusion and how the extracorporeal circuit is used in today's healthcare setting. This course looks at specific techniques and current applications of extracorporeal circulation, various adjunct procedures, support of the failing heart and/or the failing lungs, and future applications and techniques.

4 credits

Prerequisites: CVSPG 562 Cardiovascular Perfusion Technology II; CVSPG 592 Cardiovascular Perfusion Practical Laboratory II

CVSPG 571, 572 Clinical Observations & Seminars for Cardiovascular Sciences I, II

These courses present procedures and topics in cardiovascular medicine through direct clinical observation, seminar presentations, or by independent study. Students are assigned to observation sessions in the cardiac operating room or catheterization lab at local affiliate hospitals. All students participate in weekly seminars which present a technology, technique, or device currently in clinical use.

Each course 2 credits

CVSPG 581 Applied Pharmacology for CV Sciences I

This course provides an introduction and basic foundation for Clinical Pharmacology to the Cardiovascular Perfusion student. The student will be able to describe the different physiological receptors and the mechanism of actions of the pharmaceuticals utilized to treat a patient with cardiovascular disease. Students will also be required to develop and demonstrate an understanding of the pharmacological agents routinely utilized or encountered by perfusionists.

2 credits

CVSPG 582 Applied Pharmacology for CV Sciences II

This course expands upon the basic foundations of Clinical Pharmacology previously mastered in CVSPG 581 by the Cardiovascular Perfusion student. Students will be expected to demonstrate the ability to recognize and evaluate the impact of medications on specific patient disease processes and determine how those effects impact the patient's functional status. The core concentration of this course will be on the pharmacology most relevant to the cardiovascular

patient, with a strong emphasis on the pathophysiological basis for drug therapy.

2 credits

Prerequisites: CVSPG 581 Applied Pharmacology for CV Sciences I

CVSPG 591 Cardiovascular Perfusion Practical Laboratory I

This is the first in the series of three laboratory courses that provide hands-on experience with the extracorporeal circuit and related perfusion technologies. This course introduces the heart-lung machines currently available in the Cardiovascular Science's laboratory, provides hands-on experience with the design and assembly of an extracorporeal circuit tubing pack, and provides hands-on experience with setting up and priming a simple extracorporeal circuit.

2 credits

CVSPG 592 Cardiovascular Perfusion Practical Laboratory II

This is the second in the series of three laboratory courses that provide hands-on experience with the extracorporeal circuit and related perfusion technologies. This course continues the hands-on experience circuit setup and introduces conduct of cardiopulmonary bypass via weekly hands-on simulations. Emphasis is on preparation of patient information, initiation and termination of bypass, anticoagulation management, patient management during cardiopulmonary bypass, and effective communication.

2 credits

Prerequisites: CVSPG 561 Cardiovascular Perfusion Technology I; CVSPG 591 Cardiovascular Perfusion Practical Laboratory I

CVSPG 593 Cardiovascular Perfusion Practical Laboratory III

This is the third in the series of three laboratory courses that provide hands-on experience with the extracorporeal circuit and related perfusion technologies. This course continues the hands-on experiences involving circuit setup and simulation. Simulation emphasis is on the operation of cell salvage devices, operation of the intra-aortic balloon pump, recognition and correction of problems potentially encountered during cardiopulmonary bypass, troubleshooting, and crisis resource management.

2 credits

Prerequisites: CVSPG 562 Cardiovascular Perfusion Technology II; CVSPG 592 Cardiovascular Perfusion Practical Laboratory II

CVSPG 601, 602, 603, 604, 605, 606, 607, 608 Clinical Practicum I-VIII

The curriculum for Year Two features four quarters of clinical rotations including a one-week Orientation and a one-week Summative Evaluation. During these rotations, students are expected to achieve specific competencies in

cardiovascular perfusion and related technologies of open-heart surgery, including proficiency in managing patient problems, handling issues of quality assurance, utilization review, continuity of care and appropriate treatment plans. At least one clinical rotation will be pediatrics. Text reading assignments, journal review, and other online activities are required for each clinical rotation.

Each clinical practicum 6 credits

Prerequisites: Completion of all first year courses through Spring quarter first year and successful completion of the Orientation to the Clinical Rotations program

CVSPG 662 Special Techniques in Cardiopulmonary Bypass

This on-line course is divided into ten separate conditions requiring special and unusual techniques for cardiopulmonary bypass. The class is highly interactive with discussion on each subject.

1 credit

CVSPG 663 Clinical Modules in Perfusion

This on-line course consists of a series of three (3) learning modules designed to: (1) allow the student to review and correct physiological parameters for the patient on cardiopulmonary bypass; (2) introduce/review characteristics of various mechanical circulatory assist devices; (3) appreciate input of multiple disciplines allowing the perfusion student to make a number of choices based on the appropriateness, available capital equipment and disposables. A resource library is also provided to support the learning process.

1 credit

CVSPG 664 Current Trends in Perfusion

This on-line course is divided into ten separate discussions. Ten different topics will be discussed on-line, each representing a current trend in perfusion.

1 credit

ELECTIVES

CVSPG 800 Independent Study

The independent study style course is designed to provide students the opportunity to explore topics of didactic and/or clinical interest as needed to enhance student's learning.

1-6 credits

CVSPG 810 Research I

This elective course provides the student with the foundation for understanding and applying quantitative research within the context of evidence-based practice in cardiac perfusion. Students are encouraged to share their results with the perfusion community via a poster or oral presentation at a national meeting. Basic research skills shall be utilized for the project. The student will investigate existing scientific literature and provide a research design for the

implementation of the research study.
1 credit

CVSPG 811 Research II

This course is a continuation of CVSPG 810 Research Elective. Following the initial investigation of the research topic, the student will implement the research protocol and initiate the process of data collection. Statistical analysis of the data, creation of a scientific paper/poster will be required for students final reporting.
2 credits

FACULTY

Edward Evans, M.A., CP

University of Phoenix
College of Business Administration
Program Director and Associate Professor

Cristina Gaspar, M.S., CP

University of Arizona
Perfusion Science Graduate Program
Assistant Professor

Harry R. Hoerr, Jr., M.S., CCT

National University
College of Education
Associate Professor

Renee Ingham, M.S., CCP

University of Arizona
Perfusion Graduate Program
Assistant Professor

Julie A. Steele-Pruett, M.S., CP

Midwestern University
College of Health Sciences
Assistant Professor

ARIZONA SCHOOL OF PODIATRIC MEDICINE

MISSION

The mission of the Midwestern University Arizona School of Podiatric Medicine is to prepare quality students to enter residency through rigorous education and training, and to exceed professional standards.

VISION

The vision of AZPod is to demonstrate excellence in podiatric medical education. The School strives to cultivate diversity and promote professionalism in an interdisciplinary environment through exemplary:

- Curriculum
- Service to community
- Scholarly activity
- Patient care
- Post doctoral education

ACCREDITATION

The Arizona School of Podiatric Medicine is accredited by the Council on Podiatric Medical Education. Accreditation is an indication of public approbation, attesting to the quality of the podiatric medical education program and the continued commitment of the institution to support the educational program. The council is recognized as the professional institutional accrediting agency for podiatric medical education by the U.S. Department of Education and by the council for Higher Education Accreditation. For further information, please contact the Council on Podiatric Medical Education at the following address: Council on Podiatric Medical Education, 9312 Old Georgetown Road, Bethesda, MD 20814, 301/571-9200.

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

DEGREE DESCRIPTION

AZPod offers a four year course of study leading to the Doctor of Podiatric Medicine degree. Maximum time for completion of the degree is six years. Courses in the clinical

sciences are integrated with basic science courses during the first two years of the curriculum. Clinical courses continue through the summer and part of the fall quarter of the third year. All basic science courses and some clinical courses are shared with osteopathic medical students. Students experience part-time clinical training in the second year. Full time clinical training occurs eight months of the third year and all of the fourth year. The overall goal of the School is to prepare the finest possible podiatric physicians for entry into residency training.

ADMISSIONS

AZPod considers for admission those students who possess the academic, professional, and personal qualities necessary for development as exemplary podiatric physicians. The School uses multiple criteria to select the most qualified candidates including cumulative grade point average (GPA), science GPA, Medical College Admissions Test (MCAT) scores, personal experiences and character, ability to communicate, familiarity with the profession, volunteer and community involvement, research experience, and other considerations. The School uses a competitive rolling admissions process and candidates are encouraged to apply early in the year prior to admission.

Admission Requirements

To be considered for admission to AZPod, the successful candidate must submit the following documented evidence:

1. Minimum cumulative GPA and science GPA of 2.75 on a 4.00 scale.
2. Ability to successfully complete a rigorous curriculum that requires critical thinking skills, effective oral and written communication skills, and voluminous reading, as well as the capacity for responsible, self-directed learning.
3. Competitive scores on the Medical College Admissions Test (MCAT) earned no more than 3 years prior to the planned enrollment year.
4. Completion of the necessary course prerequisites.
 - Candidates must complete a minimum of 90 semester hours/135 quarter hours at regionally accredited colleges or universities
 - A bachelor's degree or higher is preferred

- Ordinarily, prerequisite courses must have been completed within seven years of the date of admission
5. Two Letters of Recommendation are not required but will be accepted.
 6. A good understanding of podiatric medicine and a sincere interest in a career in the field.
 - Candidates will not be accepted if they have not visited at least one podiatric practice
 7. Demonstration of extracurricular or community activities that indicate a well-rounded background and a service orientation.
 8. Medically-related experiences that indicate sufficient exposure for candidates to make informed decisions about medical careers.
 9. Personal integrity and sound moral character.
 10. Interpersonal and communication skills necessary to relate effectively with others.
 11. Passage of the Midwestern University criminal background check.
 12. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Prerequisite Courses

| | |
|--------------------------------------|--------------------|
| Biology with lab | 8 Sem/12 Qtr hours |
| General/Inorganic Chemistry with lab | 8 Sem/12 Qtr hours |
| Organic Chemistry with lab | 8 Sem/12 Qtr hours |
| Physics | 8 Sem/12 Qtr hours |
| English | 6 Sem/9 Qtr hours |

Grades less than C are not acceptable for any prerequisite courses.

Application Process and Deadlines

Individuals interested in applying for admission to AZPod may complete an on-line application at the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS) website at <https://portal.aacpmas.org/> or obtain application information by writing or calling:

The American Association of Colleges of Podiatric Medicine Application Service (AACPMAS)
 P.O. Box 9200
 Watertown, MA 02471
 617/612-2900

To initiate the competitive application process applicants must:

1. Complete the online AACPMAS application with all required materials (i.e., official transcripts, fees, etc.) before the published deadline date. The deadline for priority consideration is April 1st of each year. The final application deadline is June 1st.

2. Submit competitive test scores on the Medical College Admissions Test (MCAT) earned no more than 3 years prior to the planned enrollment year.
3. Please note: Letters of Recommendation are not required but will be accepted.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via email, fax, or letter to:

Midwestern University
 Office of Admissions
 19555 N. 59th Ave.
 Glendale, AZ 85308
 Phone: 888/247-9277 or 623/572-3215
 Fax: 623/572-3229
admissaz@midwestern.edu

Interview and Selection Process

To be considered for interviews, applicants must meet the admissions requirements listed previously. After the Office of Admissions receives these materials, applicant files are reviewed to determine whether applicants merit interviews based on established criteria of the Admissions Committee. The Admissions Director, with the approval of the AZPod Director, may also place a large number of students on an interview "wait list" pending possible interview openings toward the end of the interview cycle.

Applicants who accept interviews will be individually interviewed by a three-person interview panel, which is selected from a volunteer group of basic scientists, clinicians and Office of Admissions officials. Team members question students about their preparedness for podiatric medical school and rate applicants on a standardized evaluation form relative to each of these variables. At the conclusion of the interviews, the team members forward their evaluations for each applicant to the Admissions Committee. The Committee may recommend to accept, to deny, or to place applicants on the alternate list. Recommendations are then forwarded to the CHS Dean for final approval. The Dean, via the Office of Admissions, typically notifies applicants of their status within one or two weeks of their interviews.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates

should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the consistent, prompt completion of all responsibilities, and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College/Program would need to make that would allow the candidate to complete the curriculum. The College/Program is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

After receiving either a denial or end-of-cycle letter, prospective students may reapply for the next enrollment cycle. Before reapplying, however, students should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

Transfer Admission

AZPod may elect to accept transfer students from other U.S. podiatric medical schools as long as these students remain in good academic standing and have an acceptable reason(s) for seeking transfer. Typically, transfers are only granted to students desiring to transfer into the third or fourth year; however, transfers to the second year may be granted.

To be considered for transfer, the student must meet the School's general requirements for admission. Accepted students must sign a matriculation agreement and indicate that they meet the technical standards. The student must also submit:

1. A letter to the Director of Admissions indicating the reason for requesting to transfer and explaining any difficulties encountered at the previous institution(s).
2. The AZPod Transfer Application (available through the Office of Admissions).
3. Official MCAT score report.
4. Official transcripts from all schools attended, including undergraduate, graduate, and professional.
5. A letter from the dean of the college in which the student is enrolled that describes the current academic status and terms of withdrawal or dismissal of the prospective transfer student.
6. Additional documents or letters of recommendation as determined to be necessary by the Director of Admissions.

Following receipt of these materials, the Admissions Committee determines whether the student merits an on-campus interview. Students who receive interview invitations will meet with an interview team. The interview team offers recommendations to the CHS Dean, who approves both the admissions status and class standing of transfer students.

Transfer applications must be received at least three months prior to the desired matriculation date. This allows time for processing of applications, interviews, and student relocations prior to the start of the next academic term.

Students with prior medical training, such as international podiatric, allopathic or osteopathic medicine, may apply for advanced standing, in which portions of prior course work may be accepted in lieu of AZPod courses. Transfer students desiring a course waiver must submit the related course

syllabus and a decision will be made by the course director prior to matriculation.

GRADUATION REQUIREMENTS (D.P.M.)

To receive the degree of Doctor of Podiatric Medicine (D.P.M.), the student must complete all requirements within six years of matriculation. To be eligible for graduation the student must:

1. Follow an approved course of study of 233.5 credits leading to the completion of all academic requirements.
2. Satisfactorily complete all academic requirements with a cumulative GPA of at least 2.00.
3. Repeat and pass any required course for which an F grade has been issued.
4. Complete the Service Learning requirement (20 hours of volunteer service in a health care environment during the first and second years of study).
5. Pass Part I and take Part II of the American Podiatric Medical Licensing Examination including the Clinical Skills Patient Encounter (CSPE), administered by the National Board of Podiatric Medical Examiners.*
6. Be of good moral character.
7. Receive a favorable recommendation from the Student Academic Review Committee, and the College of Health Sciences Student Promotion and Graduation Committee.
8. Be recommended for conferral of the Doctor of Podiatric Medicine degree by the University Faculty Senate.
9. Settle all financial accounts with the University.
10. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

* It is an AZPod requirement that both Part I and Part II of the APMLE exams, including the Clinical Skills Patient Encounter (CSPE) be taken the first time they are offered once the student is eligible to take the exams. Students will not be allowed to start rotations during their third year until they have taken and passed Part I of the American Podiatric Medical Licensing Examination (APMLE). In addition, students who fail Part I of the APMLE three times may be subject to dismissal. Additionally, the National Board of Podiatric Medical Examiners requires that the student must pass Part I prior to taking Part II, and must also pass Part II prior to taking Part III.

AZPOD COMPETENCIES

Graduating students of AZPod will achieve the following competencies:

I. Basic Science

Demonstrate knowledge of the basic sciences which provide the foundations of podiatric clinical training, residency training and practice.

1. Demonstrate knowledge of normal human anatomy, physiology, biochemistry, and the structure and function of the human body.
2. Demonstrate knowledge of the causes of disease and the consequences of altered structure or function of the human body and its organ systems.
3. Demonstrate an understanding of pharmacological principles and interventions.
4. Demonstrate knowledge of microbes (bacteria, fungi, viruses, and parasites) and the diseases that they cause.
5. Demonstrate knowledge of the structure and function of the immune system.

II. Patient Care

Demonstrate patient care that is compassionate, appropriate, and effective for the promotion of health, prevention, and treatment of lower extremity disease.

1. Perform and interpret a history and physical examination as it relates to the pathology of the lower extremity.
2. Order and interpret the most frequent clinical, laboratory, imaging, gait, and other diagnostic studies used to detect and diagnose pathologies of the lower extremity.
3. Formulate appropriate differential diagnoses and plans of management, which may include patient education, prevention programs and treatment strategies.
4. Understand how to perform treatment techniques by medical and surgical means, recognizing the need to refer when necessary.
5. Assess treatment plans and revise as necessary.

Capably assess medical conditions and recognize those that require referral to other professionals within the health care community.

1. Perform a complete medical history and physical examination.
2. Recognize abnormal medical history and physical findings and formulate a differential diagnosis, especially for conditions with impact and expression in the lower extremities.
3. Order and interpret the most frequently used diagnostic studies.
4. Develop management plans which may incorporate health promotion and education, diagnostic modalities, and appropriate referrals.

III. Professionalism

Demonstrate a commitment to professional service, adherence to ethical principles and sensitivity to diverse patient populations and awareness of one's own interests and vulnerabilities.

1. Demonstrate knowledge of the ethical boundaries of the doctor-patient relationship.
2. Demonstrate knowledge of state laws governing the practice of the profession.
3. Demonstrate knowledge of the principles of bioethics including customary and accepted standards of professional practice.
4. Demonstrate knowledge of the principles of self-regulation of the profession.
5. Practice with honesty in relationships with patients, peers and faculty.
6. Recognize the need to deliver care in a caring, compassionate and humane way to meet the needs of patients regardless of their individual circumstances.

IV. Life-Long Learning & Critical Thinking

Demonstrate the ability to appraise and assimilate scientific evidence and methods to investigate, evaluate and improve patient care practices.

1. Retrieve (from electronic databases and other resources), interpret, manage, and utilize biomedical information to solve problems and make decisions that are relevant to the care of individuals and populations.
2. Critically evaluate the information published in professional and scientific literature.
3. Demonstrate knowledge of the principles of research methodology.
4. Demonstrate knowledge of the principles of evidence based medicine.
5. Utilize critical thinking and problem solving skills in patient management.

V. Communication

Demonstrate professional behavior that acknowledges and respects the roles of other healthcare professionals in providing needed services to individual patients, populations, or communities in a multidisciplinary manner and/or in an interprofessional setting.

- Effectively communicate and work collaboratively with other health professionals and the community to promote the delivery of quality healthcare services to patients.
- Use effective listening, questioning, nonverbal, and writing skills to communicate with patients, families and professional associates.

- Communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom podiatric physicians must exchange information in carrying out their responsibilities.
- Demonstrate appropriate choice and method of referral to other healthcare providers and agencies.

VI. Practice Management

Practice and manage patient care in a variety of diverse communities, healthcare settings, and living arrangements in a manner that acknowledges cultural sensitivities.

- Apply principles of risk management, including informed consent and records maintenance.
- Comply with state and federal regulations including OSHA and HIPAA.
- Comply with protocols for cleanliness/universal precautions.
- Demonstrate knowledge of healthcare insurance products, including fee for service, independent practice associations (IPA), preferred provider organizations (PPO), health maintenance organizations (HMO), capitation, etc.
- Demonstrate knowledge of insurance issues, including professional and general liability, disability, and worker's compensation.
- Demonstrate knowledge of the purpose and use of Current Procedural Terminology (CPT) and International Statistical Classification of Diseases and Related Health Problems (ICD) codes.
- Demonstrate knowledge of the regulation of practice, including federal and state regulations, Stark Law, Drug Enforcement Administration (DEA) license requirements, and scope of practice.

LICENSURE REQUIREMENTS

Podiatric physicians are licensed in all 50 states, Guam, and Puerto Rico as well as Canada, Israel, Australia, and many other foreign countries. To obtain licensure, graduates must have completed a residency (in most states) and must meet the requirements established by each state or national licensing board. Licenses require successful passage of all three parts of the National Boards and may require the passage of an additional state licensing exam. Postdoctoral requirements may vary among states. For additional information regarding licensure, contact the Federation of Podiatric Medical Boards (FPMB) or the American Podiatric Medical Association (APMA).

FPMB
12116 Flag Harbor Drive
Germantown, MD 20874-1979
202/810-3762

www.fpmb.org

APMA
9312 Old Georgetown Road
Bethesda, Maryland 20814-1621
301/581-9200

www.apma.org

CURRICULUM

The Arizona School of Podiatric Medicine reserves the right to alter its curriculum however and whenever it deems appropriate. Information in this catalog does not establish a contractual relationship between MWU and the students.

Total Quarter Credits in the Professional Program: 233.5

Total Quarter Credits in the First Year: 59

First Professional Year

| | | | |
|--------------|---------------------------|----------------------------------------------------------|--------------------|
| ANATG | 1513 | Gross Anatomy (Fall) | 5 |
| ANATG | 1521 | Gross Anatomy II (Winter) | 5 |
| BIOCG | 1512 | Biochemistry I (Fall) | 7 |
| BIOCG | 1523 | Biochemistry II (Winter) | 4 |
| COREG | 1560G, 1570G, 1580G | Interprofessional Healthcare (Fall/Winter/Spring) | Each course 0.5 |
| FMEDG | 1534 | Public Health, Medical Ethics and Jurisprudence (Spring) | 2 |
| HISTG | 1512 | Histology/Embryology (Fall/Winter) | 6.5 |
| MICRG | 1532 | Immunology (Spring) | 3 |
| NEURG | 1532 | Neuroscience (Spring) | 6.5 |
| PHYSG | 1523 | Physiology I (Winter) | 5.5 |
| PHYSG | 1534 | Physiology II (Spring) | 5.5 |
| PMEDG | 1512 | Podiatric Medicine I (Fall) | 1.5 |
| PMEDG | 1521 | Biomechanics of Lower Extremity Function I (Winter) | 3 |
| PMEDG | 1531 | Introduction to Podiatric Surgery (Spring) | 3 |
| Total | | | 57.5 |

Total Quarter Credits in the Second Year: 73.5

Second Professional Year

| | | | |
|-------|------|----------------------------|----|
| MICRG | 1612 | Microbiology (Fall/Winter) | 10 |
| PASSG | 1670 | Physical Diagnosis (Fall) | 4 |

| | | | |
|--------------|------|-------------------------------------------------------|-------------|
| PATHG | 1612 | Pathology I (Fall) | 6 |
| PATHG | 1623 | Pathology II (Winter) | 6 |
| PATHG | 1634 | Pathology III (Spring) | 5 |
| PHARG | 1612 | Pharmacology (Fall/Winter/Spring) | 11 |
| PMEDG | 1618 | Podiatric Basic Skills Practicum (Summer/Fall/Winter) | 2 |
| PMEDG | 1641 | Podiatric Medicine II (Spring) | 3.5 |
| PMEDG | 1643 | Advanced Lower Extremity Anatomy (Summer) | 6.5 |
| PMEDG | 1644 | Medical Imaging (Summer) | 2 |
| PMEDG | 1651 | Biomechanics of Lower Extremity Function II (Summer) | 3.5 |
| PMEDG | 1662 | General Medicine I (Winter) | 3 |
| PMEDG | 1663 | Podiatric Pathomechanics I (Spring) | 3.5 |
| PMEDG | 1672 | General Medicine II (Spring) | 3 |
| PMEDG | 1675 | Pediatric Orthopedics (Summer) | 3 |
| PMEDG | 1678 | Behavioral Medicine (Spring) | 1.5 |
| Total | | | 73.5 |

Total Quarter Credits in the Third Year: 61

Third Professional Year

| | | | |
|-------|------|---------------------------------------------------------|-----|
| PMEDG | 1702 | Radiology (Fall) | 2 |
| PMEDG | 1722 | Advanced Pathomechanics (Summer) | 2 |
| PMEDG | 1724 | Orientation to the Operating Room & Anesthesia (Summer) | 1.5 |
| PMEDG | 1725 | Clinical Correlates I (Winter) | 1 |
| PMEDG | 1726 | Clinical Correlates II (Spring) | 1 |
| PMEDG | 1727 | Emergency Medicine and Trauma (Summer/Fall) | 5 |
| PMEDG | 1732 | General Medicine III (Summer) | 3 |
| PMEDG | 1734 | Practice Management (Summer) | 2 |
| PMEDG | 1741 | Podiatric Dermatology (Fall) | 2.5 |
| PMEDG | 1742 | Research and Evidence Based Medicine (Fall) | 2 |

| | | |
|--------------|----------------------------------------------------|-----------|
| PMEDG 1751 | Applied Clinical Biomechanics (Fall) | 2 |
| PMEDG 1773 | Sports Medicine and Rehabilitation (Summer) | 2.5 |
| PMEDG 1774 | General Orthopedics and Disorders of Bone (Summer) | 2.5 |
| Total | | 29 |

Rotations (Integrated October through May)

| | | |
|--------------|-----------------------------------------------------------------------------------------------|-----------|
| PMEDG 1701 | Podiatric Medicine CORE A, B, C, D (4 rotations, 4 weeks each, 4 credits each rotation) | 16 |
| PMEDG 1706 | Outpatient Medicine | 4 |
| PMEDG 1733 | Clerkship A, B (2 rotations, 4 weeks each, 4 credits each rotation) | 8 |
| | Required Elective - May choose either one 4-week or two 2-week rotations. from the list below | 4 |
| PMEDG 1705 | Podiatric Office (4 weeks) | 4 |
| PMEDG 1707 | Vascular Medicine (2 weeks) | 2 |
| PMEDG 1708 | Pedorthics, Bracing & Prosthetics (2 weeks) | 2 |
| PMEDG 1710 | Dermatology (4 weeks) | 4 |
| PMEDG 1711 | Rheumatology (4 weeks) | 4 |
| PMEDG 1712 | Physical Therapy (2 weeks) | 2 |
| PMEDG 1713 | Wound Care (4 weeks) | 4 |
| PMEDG 1714 | Endocrinology (4 weeks) | 4 |
| PMEDG 1715 | Neurology (4 weeks) | 4 |
| PMEDG 1716 | Orthotic Fabrication (2 weeks) | 2 |
| PMEDG 1740 | International (2 weeks) | 2 |
| Total | | 32 |

Total Quarter Credits in the Fourth Year: 40

Fourth Professional Year

Total 40

Rotations (Integrated June through May) During the fourth year, each student may take up to four weeks of vacation time.

| | | |
|------------|----------------------------------------------------------------------------------|---|
| PMEDG 1801 | Podiatric Medicine CORE A,B (2 rotations, 4 weeks each, 4 credits each rotation) | 8 |
| PMEDG 1802 | Emergency Medicine/Trauma | 4 |

| | | |
|--------------|-------------------------------------------------------------------------------------|-----------|
| PMEDG 1803 | Surgery | 4 |
| PMEDG 1804 | Inpatient Medicine | 4 |
| PMEDG 1805 | Clinical Clerkships (5 rotations, A,B,C, 4 weeks each, 4 credits each D,E rotation) | 20 |
| PMEDG 1808 | Optional Rotation (4 weeks) | 4 |
| Total | | 40 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is not a prerequisite.

ANATG 1513 Gross Anatomy (Fall)

Students study the human body in a regional manner with sequential examination of the back, upper extremity, thorax and abdominal regions, and associated body wall structures. Included in the dissection of each region are the musculoskeletal, vascular, nervous and lymphatic components, relevant surface anatomy, and imaging. The lectures and laboratory-based cadaver dissection workshops are coordinated with HISTG 1512 to provide an overall anatomic view of each region. Student progress is evaluated through examinations with written and practical portions. No prerequisite course required. Fall Quarter First Year. 5 credits

ANATG 1521 Gross Anatomy II (Winter)

In this portion of the Gross Anatomy course, students continue their regional study of the body by examining the pelvic region, lower extremity, and then finishing with the head and neck. Regional coordination with the Histology/Embryology course continues. This course also involves lecture and laboratory-based dissection workshops. Student progress is evaluated through examinations with written and practical portions. No prerequisite course required. Winter Quarter First Year. 5 credits

BIOCG 1512 Biochemistry I (Fall)

Course modules feature protein structure and enzymes emphasizing structure-function relationships; cell biology emphasizing how cells move, grow, and divide; molecular biology emphasizing the role of nucleic acids in storage and expression of genetic information; and intermediary metabolism emphasizing degradation and synthesis of carbohydrates, lipids, and amino acids; and tissues and organs emphasizing the customization and adaptation of biochemical pathways in specialized cells. Clinical aspects as well as regulation and coordination of biologic processes during the fed and fasted states are emphasized. Workshops introduce the biochemical basis of common clinical

laboratory tests and/or illustrate clinical applications of biochemical concepts. Fall Quarter First Year.
7 credits

BIOCG 1523 Biochemistry II (Winter)

This course has modules on human nutrition emphasizing the importance of nutrition in health and preventive medicine; human genetics emphasizing the inheritance of selected genetic disorders; and cell cycle regulation and molecular basis of cancer; and various types of anemia focusing on the biochemical and molecular basis; and hemostasis and its related topics. The workshops introduce the biochemical basis of common clinical laboratory tests and/or they illustrate clinical applications of biochemical concepts. Selected workshops feature a modified problem-based learning environment. Winter Quarter First Year.
4 credits

COREG 1560G, 1570G, 1580G Interprofessional Healthcare (Fall/Winter/Spring)

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated. Fall, Winter & Spring Quarters First Year.
Each course 0.5 credits

FMEDG 1534 Public Health, Medical Ethics and Jurisprudence (Spring)

The course covers topics and aspects of care necessary for the practice of evidence-based medicine, community medicine, and the provision of compassionate and humane patient care in accordance with law. Topics include an overview of the U.S. health system, epidemiologic study design and biostatistical methods, as well as the legal and ethical aspects of life and death, medical malpractice, professionalism, medical record documentation and patient privacy. Instruction is provided by epidemiologists, biomedical ethicists, attorneys, state medical board representatives, and other qualified topic experts. Spring Quarter First Year.
2 credits

HISTG 1512 Histology/Embryology (Fall/Winter)

In Histology, students study the structure of the cell and the distinguishing morphologic characteristics of the four types of tissues: epithelium, connective tissue, muscle tissue, and

nervous tissue. Students will learn how these four basic tissues are combined to form organs. This portion of the course focuses on the normal microscopic features of the lymphatic, circulatory, respiratory, and gastrointestinal systems. In the Embryology component of the course, students learn the general pattern and principles of normal development and the basic aspects of development of the musculoskeletal, circulatory, and gastrointestinal systems. This course uses a lecture-based format. Examinations include both written and image-based practical questions. The second Histology portion of the course continues with the microscopic examination of the urinary, reproductive, and endocrine systems and the eye and ear. The development of the urogenital system, the eyes, the face, and structures derived from the pharyngeal arches are the focus of the Embryology portion of this course. Regional coordination with the Gross Anatomy course also continues. This course uses a lecture-based format. Examinations include both written and image-based practical questions. This course is taught over two quarters with a single grade given at the completion of the course. 5 credits first quarter, 1.5 credits second quarter. Fall/Winter Quarters First Year.
6.5 credits

MICRG 1612 Microbiology (Fall/Winter)

This course covers basic morphologic, cultural, physiologic, and antigenic characteristics of microorganisms with special emphasis on factors pertinent to clinical medicine. Topics include the principles of microbial genetics and chemotherapy; an organ system approach to viral, bacterial, fungal, and parasitic agents of disease, and their biologic characteristics, natural history, public health importance, course of infection, and host interaction. Laboratory exercises and demonstrations help students develop the microbiologic skills applicable for clinical practice, acquaint students with available diagnostic laboratory tests and their interpretation. This course is taught during two quarters with a single grade given at the completion of the course. 5 credits first quarter, 5 credits second quarter. Fall/Winter Quarters Second Year.
10 credits

MICRG 1532 Immunology (Spring)

This course uses a didactic approach for a comprehensive coverage of immunology. Students are presented with information pertinent to fundamental principles of immunology, the cells and cell products involved in host defense mechanisms, their origin, function, and their roles in health, infectious processes, and in immunologic disorders and deficiencies. Spring Quarter First Year.
3 credits

NEURG 1532 Neuroscience (Spring)

This course emphasizes the anatomy of the nervous system and clinical correlations related to the various pathways of the

nervous system. The first unit studies surface landmarks, internal anatomy, and blood supply of the spinal cord, brainstem, and forebrain. This provides the framework and terminology for the remaining units, which adopt a systems approach to the study of the nervous system. Throughout the course, basic anatomy is presented in the context of neurological disorders that involve the system or pathway being studied. Spring Quarter First Year.
6.5 credits

PASSG 1670 Physical Diagnosis (Fall)

This course is designed to teach the student the art and technique of physical assessment. Course content includes lectures and reading assignments covering normal and abnormal physical findings. In addition, there are weekly physical exam laboratory sessions designed to provide the student with hands-on practice in exam techniques. At the conclusion of the course the student will be expected to pass a written final exam and satisfactorily perform a complete physical examination. Fall Quarter Second Year.
4 credits
Prerequisites: ANATG 1513 Gross Anatomy I, ANATG 1521 Gross Anatomy II.

PATHG 1612 Pathology I (Fall)

This course introduces students to the basic concepts of pathology. It stresses altered cellular, genetic, and molecular mechanisms, and attempts to convey the dynamic nature of the processes involved. By focusing on the organism as a whole system, the discipline of pathology can provide a bridge for transition by showing the interrelationship between basic scientific principles and the practice of clinical medicine. This approach provides a complete, medical overview of the disease process in relation to its histological, functional, and structural changes. Students have an opportunity to develop the skills necessary to interpret and use laboratory data in describing and recognizing various types of injury to cells, tissues, and organs. Fall Quarter Second Year.
6 credits

PATHG 1623 Pathology II (Winter)

Continuation of basic pathology; course identifies causes and mechanisms of disease as they relate to specific organ systems as well as stressing the need for the medical student to understand the pathophysiology of disease and its implications to both the patient and the physician. Emphasis is also placed on the dynamic process of the pathogenic progression of changes, adaptive responses, and therapeutic modifications as well as discovering how all these changes produce the ultimate clinical manifestations of disease processes. Winter Quarter Second Year.
6 credits
Prerequisites: PATHG 1612 Pathology I.

PATHG 1634 Pathology III (Spring)

Continuation of basic pathology; course identifies causes and mechanisms of disease as they relate to specific organ systems as well as stressing the need for the medical student to understand the pathophysiology of disease and its implications to both the patient and the physician. Emphasis is also placed on the dynamic process of the pathogenic progression of changes, adaptive responses, and therapeutic modifications as well as discovering how all these changes produce the ultimate clinical manifestations of disease processes. Spring Quarter Second Year.
5 credits
Prerequisites: PATHG 1612 Pathology I; PATHG 1623 Pathology II.

PHARG 1612 Pharmacology (Fall/Winter/Spring)

This course deals with the general principles of pharmacology, all aspects of absorption, distribution, metabolism, and elimination of drugs, mechanisms of drug actions, drug testing in humans, and prescription writing. In addition, this course describes in great detail the pharmacologic actions and clinical uses of autonomic and cardiovascular drugs, and the principles of toxicology. Topics covered include the chemotherapy of microbial and parasitic diseases, chemotherapy of neoplastic diseases, drugs acting on blood and blood-forming organs, hormones and hormone antagonists, principles of toxicology, vitamins, gastric antacids, digestants, laxatives, antihistamines, and drugs causing birth defects. In addition, these courses include several lectures in clinical pharmacology. Workshops are conducted to demonstrate the application of pharmacologic principles in simulated human cases. In these presentations, emphasis is placed on problem solving, formulating hypotheses, making therapeutic decisions, and evaluating the patient's response to pharmacotherapy. This course is taught during three quarters with a single grade given at the completion of the course. 4 credits first quarter, 4 credits second quarter, 3 credits third quarter. Fall, Winter & Spring Quarters Second Year.
11 credits

PHYSG 1523 Physiology I (Winter)

This course presents the biophysics, functional properties, and regulation of membrane transport, excitable cells, skeletal muscle, cardiovascular and gastrointestinal systems. A discussion of circulatory fluid dynamics, peripheral vascular tone, blood pressure, and electrical and mechanical activity of the heart is included in the cardiovascular section of the course. Small group case discussions and workshops facilitate development of critical thinking and problem solving skills as students use basic physiologic concepts to understand the pathogenesis of signs and symptoms in specific case studies. Winter Quarter First Year.
5.5 credits

PHYSG 1534 Physiology II (Spring)

This course is a sequel to PHYSG 1523 and builds on physiologic foundations developed during the preceding semester. This course covers the function, mechanism of action, regulation, and integration of the renal and respiratory systems that maintain body homeostasis through fluid, electrolyte and gas balance. The endocrine section of the course presents the function, mechanism of action, and regulation of specific hormones and several special topics will be explored. Small group discussions will refine critical thinking and problem solving skills as students identify physiologic and pathophysiologic mechanisms underlying the signs and symptoms described in pertinent clinical case studies. Spring Quarter First Year.

5.5 credits

PMEDG 1512 Podiatric Medicine I (Fall)

This course introduces students to the podiatric medical profession and the role podiatric physicians play in healthcare delivery. Students will be introduced to basic podiatric and anatomical nomenclature and terminology. They will understand the importance of protecting both themselves and patients from bloodborne pathogens, learn the names and functions of common clinical instruments, and practice their use. Students will become familiar with common podiatric conditions and will be taught to perform a simple medical history and lower extremity physical examination. Fall Quarter First Year.

1.5 credits

PMEDG 1521 Biomechanics of Lower Extremity Function I (Winter)

This course introduces the principles of podiatric biomechanics including body planes and movement, normal locomotion, the mechanics of normal muscle and joint function, open and closed kinetic chain movement, and the basic biomechanical examination. Computer animation, videotapes, and live demonstrations are used to demonstrate normal gait patterns and the steps of a standard biomechanical examination. Practical labs are held to teach the proper techniques of biomechanical analysis. Winter Quarter First Year.

3 credits

PMEDG 1531 Introduction to Podiatric Surgery (Spring)

This course teaches the fundamental principles of surgery, including normal wound, tendon and bone healing. The peri-operative and postoperative management of a surgical patient are discussed along with basic concepts of hemostasis, patient positioning, and management of postoperative complications. Specific minor surgical techniques are discussed and practiced, including instrumentation, injection techniques, incision placement, suturing, knot tying and basic skin flaps. The students also practice basic nail surgery

and soft tissue mass excision techniques. Spring Quarter First Year.

3 credits

PMEDG 1641 Podiatric Medicine II (Spring)

This course expands on the knowledge, skills, and attitudes developed in Part I. Focus will be placed on the management of the lower extremity manifestations of diabetes, infectious disease and peripheral vascular disease. The diagnosis, medical and surgical management of the diabetic foot, including lower extremity ulcerations, neuropathy and Charcot are discussed in detail. Infectious disease and wound care considerations will be presented in both lecture and lab formats, providing hands-on experiences with many of the advanced treatment options available. Spring Quarter Second Year.

3.5 credits

Prerequisites: ANATG 1513, 1521 Gross Anatomy I, II; BIOCG 1512, 1523 Biochemistry I, II; PHYSG 1523, 1534 Physiology I, II; PMEDG 1512 Podiatric Medicine I.

PMEDG 1643 Advanced Lower Extremity Anatomy (Summer)

The purpose of this course is to provide students a firm foundation in the structure of the lower extremity. The course will emphasize a functional and clinical approach to the study of the anatomy of the lower extremity. The anatomical terminology learned will be the vocabulary necessary to understand podiatric surgery, radiology, orthopedics and biomechanics. This knowledge is essential to the podiatrist's assessment of a patient's status, and in the interpretation of laboratory and diagnostic tests; and in learning pathology. Summer Quarter Second Year.

6.5 credits

Prerequisites: ANATG 1513, 1521 Gross Anatomy I & II.

PMEDG 1644 Medical Imaging (Summer)

The purpose of this medical imaging course is to introduce podiatric medical students to diagnostic radiology which will prepare them for their podiatric medical career. Emphasis will be on plain film x-rays and will include the biology, safety, physics, and x-ray interpretation. Students will also learn basic foot and ankle X-ray positioning and be able to perform and obtain appropriate views. The course will also introduce the podiatric medical student to special imaging (MRI, CT scan, bone scan, diagnostic ultrasonography) and how it pertains to the diagnosis of foot and ankle pathology. Summer Quarter Second Year.

2 credits

Prerequisites: ANATG 1513, 1521 Gross Anatomy I & II.

PMEDG 1651 Biomechanics of Lower Extremity Function II (Summer)

Biomechanics of Lower Extremity Function II is designed to provide a comprehensive study of biomechanics with an emphasis on normal and abnormal structure and function. General treatment concepts will be considered for a range of conditions with special emphasis on orthosis therapy and footwear correlated to the clinical setting. Short presentations will be followed by hands-on exercises for clinical application. Summer Quarter Second Year.

3.5 credits

Prerequisites: PMEDG 1521 Biomechanics of Lower Extremity Function I.

PMEDG 1662 General Medicine I (Winter)

Students study diseases of the cardiovascular, pulmonary and hematology systems through the integration of the basic and clinical sciences. Case-based approaches are used in addition to didactic instruction. Winter Quarter Second Year.

3 credits

Prerequisites: PASSG 1670 Physical Diagnosis; PHYSG 1523, 1534 Physiology I, II

PMEDG 1663 Podiatric Pathomechanics I (Spring)

Pathomechanics I informs students of the common deformities that occur in the foot that have underlying biomechanical etiologies. Students correlate the abnormal mechanics of the foot with the selection of and techniques utilized for surgical correction. The clinical skills component will demonstrate the components and techniques used in basic internal fixation, the skills and techniques used in the radiographic assessment of a Hallux Abducto Valgus deformity and proper dressing application. Spring Quarter Second Year.

3.5 credits

Prerequisites: PMEDG 1512 Podiatric Medicine I; PMEDG 1521, 1651 Biomechanics of Lower Extremity Function I, II; PMEDG 1531 Introduction to Podiatric Surgery; PMEDG 1643 Advanced Lower Extremity Anatomy; PMEDG 1644 Medical Imaging

PMEDG 1672 General Medicine II (Spring)

General Medicine II includes geriatrics, gastroenterology and nephrology. Students study diseases of the genitourinary and gastrointestinal systems and study issues related to aging through the integration of the basic and clinical sciences. Case-based approaches include a required written history and physical examination and a case presentation is used in addition to didactic instruction. Spring Quarter Second Year.

3 credits

Prerequisites: PMEDG 1662 General Medicine I

PMEDG 1675 Pediatric Orthopedics (Summer)

Pediatric Orthopedics is designed to provide the podiatric medical student with a comprehensive understanding of the diagnosis and treatment of normal and abnormal pediatric lower extremity conditions and pediatric gait patterns. This course includes lectures on child development, normal pediatric growth, ontogeny, common pediatric foot and ankle deformities, pediatric arthritides, congenital abnormalities, pediatric radiographs, and common pediatric gait problems. Summer Quarter Second Year.

3 credits

Prerequisites: ANATG 1513, 1521 Gross Anatomy I & II; PMEDG 1521 Biomechanics of Lower Extremity Function I

PMEDG 1678 Behavioral Medicine (Spring)

This course is designed to introduce the podiatry student to behavioral medicine and important interrelationships between the mind, emotions, and physical health that they will encounter in daily practice. Emphasis is placed on the student's role as an advocate and in referral management, development of skills in both understanding the patient and facilitating effective treatment in diverse patient presentations. Clinical cases, in-class exercises, and audio-visual presentations will enhance the student's understanding and mastery of the material presented. Spring Quarter Second Year.

1.5 credits

PMEDG 1702 Radiology (Fall)

The Radiology course is a five-week practicum presented by podiatrists, radiologists, orthopedists and sub-specialists in internal medicine. Learning methodologies include extensive laboratory practice in the interpretation of images plus student presentations. The goal of this experience is to familiarize the student with clinical correlations of imaging abnormalities and indications for appropriate consultations. Students will develop a broader understanding of various imaging modalities including plain radiograph, MRI, CT scans, nuclear medicine and diagnostic ultrasound. Fall Quarter Third Year.

2 credits

PMEDG 1722 Advanced Pathomechanics (Summer)

This course expands on the principles discussed in both Pathomechanics and Podiatric Surgery with a focus on rearfoot and reconstructive surgical principles. The emphasis will include the entire treatment course from early detection and diagnosis to conservative and surgical management. The topics of discussion include conditions such as heel pain, flat feet, cavus foot, subtalar and ankle joint arthrosis, arthroscopy of the foot and ankle, total ankle arthroplasty and the use of external fixation. Summer Quarter Third Year.

2 credits

Prerequisites: PMEDG 1512, 1641 Podiatric Medicine I, II;

PMEDG 1521, 1651 Biomechanics of Lower Extremity Function I, II; PMEDG 1531 Introduction to Podiatric Surgery; PMEDG 1643 Advanced Lower Extremity Anatomy; PMEDG 1644 Medical Imaging; PMEDG 1663 Podiatric Pathomechanics I.

PMEDG 1724 Orientation to the Operating Room & Anesthesia (Summer)

This course is a hands-on introduction to operating room protocol. In the format of a skills lab conducted in the surgical suite, students will learn basic aseptic technique, the proper methods of gowning and gloving, sterile prep and draping of the patient, the safe handling of sharps, and maintenance of a sterile field. The student will also learn the basics for administering and monitoring of general anesthesia and learn the peri-operative management of surgical patients. Summer Quarter Third Year.

1.5 credits

Prerequisites: PMEDG 1512 Podiatric Medicine I; PMEDG 1531 Podiatric Surgery.

PMEDG 1725 Clinical Correlates I (Winter)

This one credit online course will serve as a final step toward residency interview preparation and clinical case presentations, and will nurture an appreciation for comprehensive understanding of podiatric medicine, biomechanics, and surgery. Clinical Correlates uses small group discussion/interaction and student presentations to meet the course objectives. The course will review selected topics previously reviewed in the AZPod curriculum as they pertain to advanced clinical knowledge and skills. Winter Quarter Third Year.

1 credit

PMEDG 1726 Clinical Correlates II (Spring)

This one credit online course will serve as a final step toward residency interview preparation and clinical case presentations, and will nurture an appreciation for comprehensive understanding of podiatric medicine, biomechanics, and surgery. Clinical Correlates uses small group discussion/interaction and student presentations to meet the course objectives. The course will review selected topics previously reviewed in the AZPod curriculum as they pertain to advanced clinical knowledge and skills. Spring Quarter Third Year.

1 credit

PMEDG 1727 Emergency Medicine and Trauma (Summer/Fall)

In this course students are introduced to various facets of emergency medicine and trauma, including office emergencies, pre-hospital care, emergency room care, introduction to the trauma patient as well as classifications, non-surgical and surgical management of all foot and ankle

fractures. The interpretation of imaging will be emphasized. Advanced cardiovascular life support (ACLS) and basic life support (BLS) will be taught and certification is required to pass the course. Summer/Fall Quarters, Third Year.

5 credits

Prerequisites: PMEDG 1512 Podiatric Medicine I; PMEDG 1531 Podiatric Surgery; PMEDG 1641 Podiatric Medicine II; PMEDG 1662, 1672, 1732 General Medicine I, II, III; PMEDG 1722 Advanced Pathomechanics.

PMEDG 1732 General Medicine III (Summer)

General Medicine III includes endocrinology and neurology. Students study endocrine and nervous system diseases through the integration of the basic and clinical sciences. Case-based approaches are used in addition to didactic instruction. Summer Quarter Third Year.

3 credits

Prerequisites: PMEDG 1662, 1672 General Medicine I, II.

PMEDG 1734 Practice Management (Summer)

Students will have the opportunity to build upon their experiences and mentorship by learning the "how and why" of podiatric practice management and the relationship with quality patient care and a gratifying professional and personal life. Students will practice interviewing for an associateship and will learn the principles of personal finance. Students will gain an understanding of how healthcare is financed in the U.S. Summer Quarter Third Year.

2 credits

PMEDG 1741 Podiatric Dermatology (Fall)

Students learn to recognize, diagnose, and manage cutaneous disorders that commonly manifest in the lower extremities. Case-based instruction is employed. Fall Quarter Third Year.

2.5 credits

Prerequisites: MICRG 1612 Microbiology; PMEDG 1512,

1641 Podiatric Medicine I, II.

PMEDG 1742 Research and Evidence Based Medicine (Fall)

This course explores the relationships between research and evidence based healthcare. The subjects covered include: research methodology, bioethical issues related to human subject research, the role of the Institutional Review Board, research protocol writing, and biostatistics. Current and clinically relevant articles will be used for problem-based analysis. Fall Quarter Third Year.

2 credits

Prerequisites: FMEDG 1534 Public Health, Medical Ethics and Jurisprudence.

PMEDG 1751 Applied Clinical Biomechanics (Fall)

This course will serve as a final step toward clinical practice and will nurture an appreciation for comprehensive understanding of lower extremity biomechanics. The course

will cover currently accepted concepts as well as introduce new theories under investigation in the field of podiatric biomechanics. This course will illustrate the power and dynamic nature of biomechanics within clinical podiatric practice. Fall Quarter Third Year.

2 credits

Prerequisites: PMEDG 1521, 1651 Biomechanics of Lower Extremity Function I, II; PMEDG 1643 Advanced Lower Extremity Anatomy; PMEG 1663 Podiatric Pathomechanics I.

*PMEDG 1773 Sports Medicine and Rehabilitation
(Summer)*

This course introduces the student to the evaluation, diagnosis and management of athletic injuries. This course will also present various physical therapy evaluative techniques and modalities used in the rehabilitation of athletic injuries. The clinical skills component will include exam techniques for specific athletic injuries, application and use of immobilizing devices, physical therapy modalities, and assessment of running shoes and proper bike fit. Summer Quarter Third Year.

2.5 credits

Prerequisites: PMEDG 1512, 1641 Podiatric Medicine I, II; PMEDG 1521, 1651 Biomechanics of Lower Extremity Function I, II; PMEDG 1643 Advanced Lower Extremity Anatomy; PMEDG 1644 Medical Imaging.

*PMEDG 1774 General Orthopedics and Disorders of Bone
(Summer)*

This course is designed to introduce the student to many of the conditions that afflict the bone. Topics will include osseous tumors and an extensive review of the rheumatologic conditions that can manifest in the lower extremity. In preparation for orthopedic and trauma rotations, conditions that affect the spine, hip, knee and upper extremity are also reviewed. The clinical skills component is designed to demonstrate to the student the classic radiographic findings seen with the more commonly encountered bone tumors. Summer Quarter Third Year.

2.5 credits

Prerequisites: PMEDG 1512, 1641 Podiatric Medicine I, II; PMEDG 1521, 1651 Biomechanics of Lower Extremity Function I, II; PMEDG 1643 Advanced Lower Extremity Anatomy; PMEDG 1644 Medical Imaging.

ELECTIVE COURSES

Podiatric medical students may take one elective course each quarter in addition to the regular course load with the permission of the AZPod Director, beginning with the winter quarter of the first year. Students must request permission to take courses offered by other departments such as Advanced Anatomy or One Health.

Rotation Descriptions

*PMEDG 1618 Podiatric Basic Skills Practicum
(Summer/Fall/Winter)*

The Podiatric Basic Skills practicum is one course consisting of clinical training experiences that span three quarters during the second year. Its purpose is to help each student develop fundamental clinical skills in preparation for full time clinical rotations during the third year. Training experiences include refresher skills labs and hands on patient care at a variety of different clinical settings. Summer, Fall & Winter Quarters Second Year.

2 credits

PMEDG 1701 Podiatric Medicine CORE A, B, C, D

The Podiatric Medicine CORE rotation consists of a one month training experience at each of four different locations (A, B, C, D) during the third year. The overall goal of the rotation is to develop skills in documentation, history taking, interpretation of diagnostic tests and physical examination techniques. Students will be exposed to a wide variety of patients of all ages and differing pathologies.

Each rotation 4 credits

PMEDG 1706 Outpatient Medicine

The Outpatient Medicine rotation is a four week training experience at an outpatient primary care clinic. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with common, general medical conditions, including history taking, physical examination, ordering and interpreting of labs, and the use of imaging. It is expected that the student will enhance his/her ability to formulate a differential diagnosis and treatment plan appropriate to the medical pathologies encountered.

4 credits

PMEDG 1733 Clerkship A, B (4 weeks each)

Each clerkship consists of a 4-week training experience at a hospital-based podiatry clinic associated with a residency. The overall goal of the experience is for the student to improve the skills of evaluation and management of patients with podiatric medical, biomechanical, and surgical disorders. In addition, students will enhance skills in documentation, history taking, interpretation of diagnostic tests and physical examination techniques.

Each clerkship 4 credits

PMEDG 1801 Podiatric Medicine CORE A, B

The Podiatric Medicine CORE rotations consist of two 1-month training experiences in podiatric medicine, biomechanics and surgery. In collaboration with the Office of Clinical Education, students play a role in selecting the location of this rotation. The training experiences take place at established student training programs in association with

residencies nationwide. The goal is to enhance skills of diagnosis and management of podiatric patients. Students will improve skills in documentation, history taking, interpretation of diagnostic tests and physical examination techniques.

Each rotation 4 credits

PMEDG 1802 Emergency Medicine/Trauma

The Emergency Medicine/Trauma rotation is a four week training experience in an emergency room or on a trauma service. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with emergent podiatric and non-podiatric pathologies. Students will utilize both diagnostic and treatment modalities for various emergent and traumatic conditions that are present in the emergency room setting.

4 credits

PMEDG 1803 Surgery

The Surgery rotation is a four week training experience on a surgical service, i.e., orthopedics, vascular, general or plastics. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with non-podiatric pathologies that warrant surgical intervention. Students will utilize diagnostic and treatment modalities throughout the peri-operative period.

4 credits

PMEDG 1804 Inpatient Medicine

The Inpatient Medicine rotation is a four week training experience on an inpatient service. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with general medical pathologies that require inpatient management. Participating with other medical students and residents on the house staff, students will assist in the management of various serious medical conditions.

4 credits

PMEDG 1805 A, B, C, D, E Clinical Clerkships

The rotation consists of five 4-week training experiences at affiliated student/residency training programs involving both an ambulatory and a hospital based component. The overall goal of the experience is for the student to improve the skills of evaluation and management of patients with podiatric medical, biomechanical, and surgical disorders. In addition, students will enhance skills in documentation, history taking, interpretation of diagnostic tests and physical examination techniques.

Each rotation 4 credits

Elective Rotations

PMEDG 1705 Podiatric Office (4 weeks)

This Podiatric Office rotation is a four week training experience at the office of an affiliated preceptor during the

third year. The overall goal of the experience is for the student to further develop the ability to perform a thorough podiatric history and physical, order and interpret common lab tests, and formulate a reasonable differential diagnosis and treatment plan for common podiatric pathologies. In addition, students will develop an enhanced understanding of practice management and professionalism through observation in a private practice setting.

4 credits

PMEDG 1707 Vascular Medicine (2 weeks)

The Vascular Medicine rotation is a two week training experience with an interventional cardiologist. The overall goal of the experience is for the student to develop fundamental skills in evaluating vascular disease and to understand the interventional techniques employed to improve blood flow. Students will gain experience in non-invasive vascular evaluation and observe interventional approaches to the assessment and the augmentation of peripheral blood flow.

2 credits

PMEDG 1708 Pedorthics, Bracing & Prosthetics (2 weeks)

The Pedorthics, Bracing and Prosthetics rotation is a two week training experience at an outpatient orthotics and prosthetics clinic. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with common orthotic and prosthetic needs. In addition, students will participate in the assessment and fitting of the patient for the appropriate medical devices needed to improve function.

2 credits

PMEDG 1710 Dermatology (4 weeks)

The Dermatology rotation is a four week training experience at an outpatient dermatology clinic. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with common dermatologic pathologies. In addition, students will learn diagnostic and treatment modalities related to the treatment of various dermatologic conditions.

4 credits

PMEDG 1711 Rheumatology (4 weeks)

The Rheumatology rotation is a four week training experience at an outpatient rheumatology clinic. The overall goal of the experience is to assist the student to develop fundamental skills in evaluating and managing patients with common and general rheumatologic complaints.

4 credits

PMEDG 1712 Physical Therapy (2 weeks)

The goal of the Physical Therapy rotation is to expose the podiatric student to the rehabilitation of lower extremity

injuries and disease, including evaluation and therapeutic management with an emphasis on regaining appropriate lower extremity function.

2 credits

PMEDG 1713 Wound Care (4 weeks)

The Wound Care rotation is a four week training experience. The overall goal is for the student to develop fundamental skills in the evaluation and management of patients presenting with ulcerations. Students will have an opportunity to treat wounds in a variety of somatic locations resulting from various etiologies. Students will enhance their ability to distinguish among various types of ulcers, select and apply wound dressings and topical agents, and employ various techniques of debridement.

4 credits

PMEDG 1714 Endocrinology (4 weeks)

The Endocrinology rotation is a four week training experience in an outpatient endocrinology clinic. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with endocrinologic disorders including diabetes, osteoporosis, thyroid disorders, and disorders of the pituitary and adrenal glands. Under the supervision of endocrinologists, students will augment their ability to examine the endocrine patient, order and interpret tests, and participate in the treatment of the endocrine patient.

4 credits

PMEDG 1715 Neurology (4 weeks)

The Neurology rotation is a four week training experience in an outpatient neurology clinic. The overall goal of the experience is for the student to develop fundamental skills in evaluating and managing patients with neurologic disorders. Working closely with a neurologist, students will learn to complete a thorough neurologic history and physical examination, develop a differential diagnosis, and participate in the treatment of patients with neurologic disorders.

4 credits

PMEDG 1716 Orthotic Fabrication (2 weeks)

The Orthotic Fabrication rotation is a two week training experience at a prescription foot orthotic laboratory. The overall goal of the experience is for the student to develop fundamental skills with orthosis design, construction and materials. In addition, students will gain an in-depth insight into the indications, construction and use of all types of foot orthoses.

2 credits

PMEDG 1740 International (2 weeks)

The International rotation is a two week training experience that may include both inpatient and outpatient settings and

often takes place as a medical mission to underdeveloped nations. The overall goal of the experience is for the student to expand his or her awareness of public health needs and improve cultural competence while learning to provide medical care without all of the technological capacities typically available in the United States. Requires the approval of the University President, CHS Dean, and AZPod Director.

2 credits

PMEDG 1808 Optional Rotation (4 weeks)

Students are provided a month during the fourth year that may be utilized as a vacation month, a month to remediate a prior rotation, or that may be filled with a four-week Optional Rotation selected from available fourth year clerkships or third year elective rotations. See the course description for Clinical Clerkship or the specific elective rotations of interest.

4 credits

POSTDOCTORAL EDUCATION

AZPod supports students with the transition from predoctoral training to postdoctoral training through the Office of Clinical Education and the Department of Postdoctoral Education. AZPod also benefits from its membership in the Midwestern University Osteopathic Postdoctoral Training Institute (OPTI). AZPod is associated with residencies at healthcare facilities nationwide that are approved by the Council on Podiatric Medical Education (CPME). Affiliated programs include Franciscan Alliance St. Margaret Mercy (Indiana), Tuba City Regional Health Care (Navajo Nation), and Tucson Medical Center (Arizona). AZPod graduates have successfully matched with top ranked residencies throughout the country. AZPod assists hospitals in the development of new residency programs and continues to support affiliated programs. Because residency development is a high priority, AZPod also continues to work with national organizations in developing and sustaining residency programs for future podiatrists.

SCHOLARSHIPS AND AWARDS

Scholarships

American Association of Women Podiatrist Founders Scholarship

American College of Foot and Ankle Surgeon's Division IV Student Travel Scholarship

American College of Foot and Ankle Surgeon's Division VIII New England States Scholarship

APMA Educational Foundation

Association of Schools of Allied Health Professionals Scholarship

Basil M. Tucker Scholarship
Hispanic Scholarship Foundation Scholarship
Indian Health Service Health Professions Scholarship
John R. Burdick Endowed Fund for International Medicine
Johnson & Johnson Wound Management Scholarship
Meyer Friedlander and Milton Klasky Tikkun Olam Scholarship
Podiatry Insurance Company of America Scholarship
The Puerto Rico Podiatric Medicine Scholarship
Washington State Podiatric Medical Association Ed Erickson Scholarship
Western Interstate Commission for Higher Education (WICHE)
Zelda Walling Vicha Memorial Scholarship

Awards

American Board of Podiatric Medicine Graduate of Merit Award
Michael L. Stone, DPM Outstanding Professional Conduct Award
Paul H. and Carol F. Rasmussen Memorial Award for Excellence in Biomechanics
Samuel Mason, DPM Pioneering Service Award
Timothy Holbrook, DPM Memorial Award of Excellence
Jeffrey C. Page, DPM Distinguished Student Award
Kathleen M. Stone, DPM Leadership Award
Ken Suarez, Ph.D. Award of Research Excellence

FACULTY

Donald R. Curtis, D.P.M.
William M. Scholl College of Podiatric Medicine
Assistant Professor

Denise B. Freeman, D.P.M., M.S.E.
Pennsylvania College of Podiatric Medicine
Associate Director and Professor

David W. Jenkins, D.P.M.
California College of Podiatric Medicine
Professor

Janna Kroleski, D.P.M.
Ohio College of Podiatric Medicine
Assistant Professor

Kent Myers, M.D.
University of Utah College of Medicine
Associate Professor

Jeffrey C. Page, D.P.M.
California College of Podiatric Medicine
Associate Dean and Director
Professor

Tanya L. Thoms, D.P.M.
California College of Podiatric Medicine
Associate Professor

Melanie Violand, D.P.M.
New York College of Podiatric Medicine
Director of Podiatric Postgraduate Education
Assistant Professor

Lance Wissman, D.P.M.
William M. Scholl College of Podiatric Medicine
Associate Professor

DOCTOR OF NURSE ANESTHESIA PRACTICE

MISSION

The mission of the MWU Doctor of Nurse Anesthesia Practice program is aligned with the mission of Midwestern University in meeting the needs of those seeking to embrace scholarship, leadership, and holistic understanding of the practice of nurse anesthesia.

ACCREDITATION

The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Park Ridge, IL 60068-4001, 847/655-1160. Accreditation was granted for the period of October 12, 2011 through October 31, 2021. home.coa.us.com

DEGREE DESCRIPTION

The Doctor of Nurse Anesthesia Practice (D.N.A.P.) completion degree program for Certified Registered Nurse Anesthetists (CRNAs) is offered as a full-time (one-year) or part-time (two-year) curriculum designed for working CRNAs.

- This blended program is delivered predominantly online with a four day mandatory residency on campus during the first quarter and again during the final quarter of the program.
- The healthcare focus of Midwestern University gives students numerous opportunities for collaboration across disciplines, demonstrating how a team-oriented focus creates a patient oriented practice.
- The diverse curriculum includes coursework in leadership, healthcare policy, ethics, research, and process improvement, along with advanced nurse anesthesia practice. A scholarly project is required.

ADMISSIONS

Admission to the Doctor of Nurse Anesthesia Practice (D.N.A.P.) completion degree program for Certified Registered Nurse Anesthetists (CRNAs) is considered on a competitive basis for prospective students who are working Certified Registered Nurse Anesthetists (CRNAs).

The Doctor of Nurse Anesthesia Practice (D.N.A.P.) at Midwestern University uses a rolling admissions

process. Completed applications are reviewed and decisions to interview individual candidates are made at regular intervals during the admission cycle. Telephone interviews are conducted and the selection process of each candidate for admission is made until the class is filled. Applicants are notified of their selection status within two weeks after their interview date. Typically, a class is filled by mid-June but applications are accepted until August 1st. Applications received are reviewed by the Office of Admissions for completeness and referred to the Director of the D.N.A.P. Program or the Admissions Committee Chair of the D.N.A.P. Program to determine applicant eligibility for an interview. Acceptance into the D.N.A.P. Program is determined by the Admissions Committee. Admission decisions are made on a rolling basis until the maximum enrollment for the Program is reached.

Admission Requirements

To be considered for admission to the Doctor of Nurse Anesthesia Practice (D.N.A.P.) completion degree program for Certified Registered Nurse Anesthetists (CRNAs) at Midwestern University, students must submit the following documented evidence:

- Successful completion of an accredited graduate degree program in nurse anesthesia.
- Minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale.
- Unencumbered license to practice as a Registered Nurse (RN) and Certified Registered Nurse Anesthetist (CRNA) in at least one legal jurisdiction in the United States or its territories.
- Active clinical or educational practice.
- Writing sample.
- Telephone interview.

Application Process and Deadlines

To be considered for admission into the Doctor of Nurse Anesthesia Practice (D.N.A.P.) completion degree program for Certified Registered Nurse Anesthetists (CRNAs), applicants must submit to the Office of Admissions application packets that include:

1. A completed online application.

2. A nonrefundable, non-waivable application fee of \$50.
3. Official transcripts verifying completion of an accredited graduate degree program in nurse anesthesia.
4. Official final transcripts from all colleges attended post high school must be submitted.

Complete application online and mail supporting documents to:

Midwestern University
Office of Admissions
19555 North 59th Avenue
Glendale, AZ 85308
888/247-9277 or 623/572-3215
admissaz@midwestern.edu

Admissions decisions are made on a rolling basis until the maximum enrollment for the program is reached. Students are advised to complete their application files as early as possible to ensure timely consideration.

Please Note: The receipt of the application materials and the status of the file can be tracked on the University's web site. Upon receipt of the application the Office of Admissions will send instructions for accessing your account information. Please notify Midwestern University of any changes to your mailing address and e-mail address.

All requests for withdrawing an application must be done in writing.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient

postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Transfer Policy

The Doctor of Nurse Anesthesia Practice (D.N.A.P.) completion degree program for Certified Registered Nurse Anesthetists (CRNAs) may elect to accept transfer students. Transfer students must apply to the program and if qualified, must participate in an admissions interview.

GRADUATION REQUIREMENTS

To qualify for graduation with a Doctor of Nurse Anesthesia Practice (D.N.A.P.) completion degree program from the Nurse Anesthesia Program of Midwestern University, students must:

1. Follow an approved course of study acceptable to the Program Student Academic Review Committee.

2. Satisfactorily complete the required number of 54 credit hours, pass all courses with a cumulative GPA of 2.75 or higher, and achieve a "B-" or higher in all DNAPG courses.
3. Receive a favorable recommendation from the Nurse Anesthesia Program, Student Academic Review Committee, and the College of Health Sciences Student Promotion and Graduation Committee.
4. Be recommended for conferral of the doctoral degree by the University Faculty Senate.
5. Settle all financial accounts with the University.
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE AND CERTIFICATION REQUIREMENTS

Students must have a current unencumbered licensure to practice as a Registered Nurse and Certified Registered Nurse Anesthetist in at least one legal jurisdiction in the United States or its territories.

12 MONTH CURRICULUM

Please note that information provided in the catalog does not establish a contractual relationship between MWU and the student. The Doctor of Nurse Anesthesia Practice completion degree program reserves the right to alter its curriculum, however and whenever it deems appropriate.

Method of Delivery-Blended: (On-line, face-to-face, quarterly cohort conference calls).

Total Quarter Credits in the Professional Program: 54

Total Credit Hours Required: 54

Fall Quarter

DNAPG 1510 Foundations of Clinical Practice 4

DNAPG 1511 Systems Thinking and Organizational Leadership 3

DNAPG 1512 Advanced Nurse Anesthesia Practice I 6

Total 13

Winter Quarter

DNAPG 1520 Healthcare Policy 3

DNAPG 1521 Ethics and Informatics 3

DNAPG 1522 Advanced Nurse Anesthesia Practice II 6

Total 12

Spring Quarter

DNAPG 1530 Biostatistics and Research: Generating Evidence for Practice 4

DNAPG 1531 Patient Safety and Health Promotion 3

DNAPG 1532 Advanced Nurse Anesthesia Practice III 6

Total 13

Summer Quarter

DNAPG 1540 Education Process and Research 6

DNAPG 1541 Population Based Care 4

DNAPG 1542 Advanced Nurse Anesthesia Practice IV 6

Total 16

24 MONTH CURRICULUM

The Doctor of Nurse Anesthesia Practice completion degree program reserves the right to alter its curriculum, however and whenever it deems appropriate.

Method of Delivery-Blended: (On-line, face-to-face, quarterly cohort conference calls).

Total Quarter Credits in the Professional Program: 54

First Professional Year:

Total Quarter Credit Hours Required: 30

Fall Quarter

DNAPG 1510 Foundations of Clinical Practice 4

DNAPG 1511 Systems Thinking and Organizational Leadership 3

Total 7

Winter Quarter

DNAPG 1520 Healthcare Policy 3

DNAPG 1521 Ethics and Informatics 3

Total 6

Spring Quarter

DNAPG 1530 Biostatistics and Research: Generating Evidence for Practice 4

DNAPG 1531 Patient Safety and Health Promotion 3

Total 7

Summer Quarter

| | | |
|--------------------------------------|----------------------------------------|-----------|
| DNAPG 1540 | Education Process and Research | 6 |
| DNAPG 1541 | Population Based Care | 4 |
| Total | | 10 |
| Second Professional Year: | | |
| Total Quarter Credit Hours Required: | | 24 |
| Fall Quarter | | |
| DNAPG 1512 | Advanced Nurse Anesthesia Practice I | 6 |
| Total | | 6 |
| Winter Quarter | | |
| DNAPG 1522 | Advanced Nurse Anesthesia Practice II | 6 |
| Total | | 6 |
| Spring Quarter | | |
| DNAPG 1532 | Advanced Nurse Anesthesia Practice III | 6 |
| Total | | 6 |
| Summer Quarter | | |
| DNAPG 1542 | Advanced Nurse Anesthesia Practice IV | 6 |
| Total | | 6 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

DNAPG 1510 Foundations of Clinical Practice

This course affords students the opportunity to evaluate and analyze their clinical or educational nurse anesthesia practice and determine strategies for improvement. Evidence derived from a substantive literature review forms the underpinnings for the improvement process for patients, populations, clinical or educational settings.
4 credits

DNAPG 1511 Systems Thinking and Organizational Leadership

This course examines organizational management of local and national healthcare delivery systems. Examination of systems analysis frames leadership influence in the modern, diverse healthcare environment. The course also explores health and illness, anesthesia providers and other members of the healthcare team with emphasis on interdisciplinary approaches.
3 credits

DNAPG 1512 Advanced Nurse Anesthesia Practice I

Advanced Nurse Anesthesia Practice I is the first of a 4-course sequence that introduces the student to the D.N.A.P. scholarly project. Students identify a clinical or educational problem that requires systematic inquiry to build a research utilization project or research study proposal. The problem and significance as well as the conceptual or theoretical framework and initial literature search are included. Quantitative and qualitative research methodologies as well as the research utilization process are examined.
6 credits

DNAPG 1520 Healthcare Policy

Political advocacy is highly valued in the nurse anesthesia profession. This course analyzes issues and policies that affect nurse anesthesia practice and healthcare at local, state and national levels. Change theory and leadership models are examined in the context of how nurse anesthetists influence healthcare policy. The course includes interdisciplinary, intraprofessional and interprofessional models for examining healthcare policy. Leadership development to address and influence health policy development for patients and the profession is included.
3 credits

DNAPG 1521 Ethics and Informatics

This course explores informatics and the use of technology including data identification, data collection, processing data management of data that supports nurse anesthesia practice and nurse anesthesia education. Ethical and legal issues surrounding patient information in the digital world are explored.
3 credits

DNAPG 1522 Advanced Nurse Anesthesia Practice II

This scholarly project course focuses on completion of a substantive literature review. The literature is organized, analyzed, integrated and synthesized.
6 credits

DNAPG 1530 Biostatistics and Research: Generating Evidence for Practice

Statistical analysis of qualitative and quantitative research designs is explored.
4 credits

DNAPG 1531 Patient Safety and Health Promotion

Analyzes human error, patient safety and quality assurance using a collaborative model. The course also examines crisis resource management, simulation, and other aspects of anesthesia practice as related to risk management.
3 credits

DNAPG 1532 Advanced Nurse Anesthesia Practice III

The course includes research study methodology consistent with the research question and/or aim of the scholarly project. Methodology addresses the specific type of study, measurement tools, data collection, data management and data analysis. For research utilization projects, a plan for evaluation of outcomes is included. Data analysis explores proposed methods for analyzing the study or project findings. Preparation of an IRB application is included.

6 credits

DNAPG 1540 Education Process and Research

This course provides foundations in teaching and learning in nurse anesthesia programs. Content includes theories of adult learning, curriculum and instruction, course, instructor and program evaluation, and clinical preceptorship. Evidence for educational practice is examined through the scholarship of teaching and learning. Accreditation process and program administration are included.

6 credits

DNAPG 1541 Population Based Care

This course focuses on Anesthesia as it pertains to the family units, the aging population and anesthesia as a contributor to the larger health system.

4 credits

DNAPG 1542 Advanced Nurse Anesthesia Practice IV

This is the final capstone course. A professional poster is completed based on the key elements of the study proposal or research utilization project. Presentation of the final scholarly product to the faculty, peers, master's degree nurse anesthesia students and invited guests is required. Students will submit the final product as a manuscript for publication, a poster at a local or national meeting, or as a platform presentation.

6 credits

FACULTY

Shari M. Burns, Ed.D., CRNA

University of Phoenix
School of Advanced Studies
Director and Professor

Dwayne Credor, D.N.A.P., CRNA

St. Vincent College of Pennsylvania
Assistant Professor

Lisa Erlinger, Ph.D., CRNA

St. Louis University
Assistant Professor

NURSE ANESTHESIA PROGRAM

MISSION

The Midwestern University Nurse Anesthesia Program educates nurses through academic and clinical experience resulting in safe, professional and competent nurse anesthetists who meet the anesthesia healthcare needs of society.

ACCREDITATION

The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Park Ridge, IL 60068-4001, 847/655-1160. Accreditation was granted for the period of October 12, 2011 through October 31, 2021. home.coa.us.com

DEGREE DESCRIPTION

The Nurse Anesthesia Program is 27 months divided into a didactic phase (4 quarters) and a clinical phase (5 quarters). The initial portion of the didactic phase of the program provides the student with a strong foundation in the basic sciences. Students are then introduced to a series of courses that address all aspects of anesthesia equipment and anesthesia management.

The clinical phase of the program begins in the summer of the second year of the program. This phase of the program provides students with the necessary hands-on experience to develop the knowledge, skills and attitudes essential to the practice of nurse anesthesia in a variety of practice settings. All students may rotate to clinical sites in Arizona, Arkansas, California, Colorado, Florida, Louisiana, Montana, Nevada, New Mexico, Ohio, Texas, and Washington State. These sites provide students with a broad scope of experiences in rural, urban, and suburban hospitals, as well as specialty rotations in cardiac surgery, pediatrics, obstetrics and neurosurgery. Thus, a student may be assigned to rotations in any combination of these states as needed to ensure the best quality set of clinical rotations. For a current list of the Program's clinical sites see Clinical Practicum I - V under Course Descriptions. The Program adds new clinical sites on an ongoing basis. For an updated list of clinical sites please contact the Program at 623/572-3760. It will be necessary for students to make arrangements for transportation to and

lodging at these clinical sites. The University does not provide for the cost of transportation or lodging.

Students that satisfactorily complete the Nurse Anesthesia Program will receive a Master of Science degree with a concentration in Nurse Anesthesia.

ADMISSIONS

Admission to the Nurse Anesthesia Program is considered on a competitive basis for prospective students who are registered nurses and hold a baccalaureate degree in nursing. Applications are reviewed by the Office of Admissions for completeness and referred to the Director of the Nurse Anesthesia Program or the Admissions Committee Chair of the Nurse Anesthesia Program to determine applicant eligibility for an interview. Acceptance into the Nurse Anesthesia Program is determined by the Admissions Committee. The Nurse Anesthesia Admissions Committee meets after the interviews. The Committee reviews the full application file for applicants who were interviewed. The Office of Admissions, notifies each applicant in writing of the admission action/decision. Decisions on acceptance are made until the maximum enrollment for the Program is reached.

The Nurse Anesthesia Program at Midwestern University uses a rolling admissions process. Completed applications are reviewed and decisions to interview individual candidates are made at regular intervals during the admission cycle. Interviews are conducted and the selection process of each candidate for admission is made until the class is filled. Typically, a class is filled by mid-April but applications are accepted until May 1st. Applicants are notified of their selection status within two weeks after their interview date.

Admission Requirements

To be considered for admission to the Nurse Anesthesia Program at Midwestern University, students must submit the following documented evidence:

1. Minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale.
2. Minimum science GPA of 3.00 on a 4.00 scale.
 - Courses included in the calculation of the science GPA include anatomy, physiology,

pharmacology, chemistry, physics, and microbiology.

3. Completion of a baccalaureate degree in nursing, granted by a regionally accredited U.S. college or university.
4. Satisfactory completion with a C or better of all prerequisite coursework prior to the application (grades of C- are not acceptable).
5. Licensure to practice as a registered nurse: an unrestricted license to practice in at least one legal jurisdiction in the United States or its territories. The applicant possesses no previous sanctions or restrictions on the RN license.
6. Minimum of one year of critical care registered nursing experience prior to application. Critical care experience includes all types of Adult ICU (Intensive Care Unit), Pediatric ICU, Emergency Room, and PACU (Post-Anesthesia Care Unit). Neonatal intensive care unit experience does not meet this requirement. Experience should include management of mechanical ventilation, invasive monitoring, and vasoactive medication infusions.
7. Demonstration of sincere understanding of and interest in nurse anesthesia.
8. Oral and written communication skills necessary to interact with faculty, patients, and colleagues.

Prerequisite Courses

| Course | Sem. Hrs. | Qtr. Hrs. |
|--------------------------------------------------------|-----------|-----------|
| Anatomy & Physiology | 8 | 12 |
| General Chemistry (1 course) | 3 | 4 |
| Organic Chemistry (1 course) | 3 | 4 |
| *Biochemistry is not required but strongly recommended | | |

Application Process and Deadlines

To be considered for admission into the Nurse Anesthesia Program, applicants must submit to the Office of Admissions application packets that include:

1. A completed Application for Admission form.
2. A nonrefundable, nonwaivable application fee of \$50.
3. Official transcripts verifying completion of baccalaureate or higher level degrees in Nursing from regionally accredited programs and satisfactory completion of all prerequisite coursework.
4. Official final transcripts from all colleges attended post-high school.

Mail completed application packets to:

Midwestern University
Office of Admissions
19555 North 59th Avenue

Glendale, AZ 85308
888/247-9277 or 623/572-3215
admissaz@midwestern.edu

Please note: The receipt of the application materials and the status of the file can be tracked on the University's website. Upon receipt of the application the Office of Admissions will send instructions for accessing account information. Applicants are responsible for notifying the Office of Admissions at the above address of any changes in mailing address and/or e-mail address.

All requests for withdrawal of an application must be done in writing via e-mail, fax or letter submitted to the Office of Admissions.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive

and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Transfer Policy

The Nurse Anesthesia Program may elect to accept transfer students. Transfer students must apply to the program and if qualified, must participate in an admission interview. In addition, a letter from a student's former program director must accompany the application.;

Transfer students are not accepted during the clinical phase of the program.

GRADUATION REQUIREMENTS

To qualify for graduation with a Master of Science from the Nurse Anesthesia Program of Midwestern University, students must:

- Follow an approved course of study acceptable to the Program Student Academic Review Committee.
- Satisfactorily complete the required number of 134 credit hours, pass all courses with a cumulative GPA of 2.75 or higher, and achieve a "B-" or higher in all NAAPG courses.
- Receive a favorable recommendation from the Nurse Anesthesia Program, Student Academic Review Committee, and the College of Health Sciences Student Promotion and Graduation Committee.
- Be recommended for conferral of the master's degree by the University Faculty Senate.
- Settle all financial accounts with the University.

- Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE AND CERTIFICATION REQUIREMENTS

Students must have a current unrestricted Arizona registered nursing license or a current unrestricted license from one of the states in the nursing compact at the time they enter the program. Students from a non-compact state will have to obtain licensure in Arizona. During the didactic year, students will apply for and secure licenses for all states required for rotations including non-compact states. Additional state nursing licenses costs are the responsibility of the student. ACLS and PALS certification are required. Costs for ACLS and PALS are the responsibility of the student.

CURRICULUM

Please note that information provided in the catalog does not establish a contractual relationship between MWU and the student. The Nurse Anesthesia Program reserves the right to alter its curriculum, however and whenever it deems appropriate.

Total Quarter Credits in the Professional Program: 134

First Professional Year:

Total Quarter Credit Hours Required: 69

Summer Quarter

| | | | |
|--------------|------|---------------------------------------------------------|-------------|
| ANATG | 1552 | Human Anatomy and Embryology (with Gross Anatomy Lab) | 7 |
| BIOCG | 550 | Biochemistry for Nurse Anesthetists | 3 |
| NAAPG | 510 | Principles & Pathophysiology of Anesthesia Introduction | 2 |
| NAAPG | 570 | Professional Aspects of Nurse Anesthesia I | 2 |
| NAAPG | 580 | Evidence-Based Practice | 0.5 |
| Total | | | 14.5 |

Fall Quarter

| | | | |
|-------|-------|-----------------------------------------------------------|-----|
| COREG | 1560F | Interprofessional Healthcare | 0.5 |
| NAAPG | 540 | Principles and Pathophysiology of Anesthesia I | 4 |
| NAAPG | 540L | Principles and Pathophysiology of Anesthesia Laboratory I | 2 |
| NAAPG | 551 | Anesthesia Pharmacology I | 4 |
| NAAPG | 581 | Evidence-Based Practice | 0.5 |

| | | | |
|--------------------------------------|-------|-------------------------------------------------------------|-------------|
| PASSG | 1568 | Advanced Physical Assessment Across the Lifespan | 4 |
| PHYSG | 1573 | Human Physiology I | 4 |
| Total | | | 19 |
| Winter Quarter | | | |
| COREG | 1570F | Interprofessional Healthcare | 0.5 |
| NAAPG | 541 | Principles and Pathophysiology of Anesthesia II | 6 |
| NAAPG | 541L | Principles and Pathophysiology of Anesthesia Laboratory II | 2 |
| NAAPG | 552 | Anesthesia Pharmacology II | 4 |
| NAAPG | 582 | Evidence-Based Practice | 0.5 |
| PHYSG | 1584 | Human Physiology II | 4 |
| Total | | | 17 |
| Spring Quarter | | | |
| COREG | 1580F | Interprofessional Healthcare | 0.5 |
| NAAPG | 542 | Principles and Pathophysiology of Anesthesia III | 6 |
| NAAPG | 542L | Principles and Pathophysiology of Anesthesia Laboratory III | 2 |
| NAAPG | 553 | Anesthesia Pharmacology III | 4 |
| NAAPG | 560 | Research Methods | 3 |
| NAAPG | 571 | Professional Aspects of Nurse Anesthesia II | 2.5 |
| NAAPG | 583 | Evidence-Based Practice | 0.5 |
| Total | | | 18.5 |
| Second Professional Year: | | | |
| Total Quarter Credit Hours Required: | | | 52 |
| Summer Quarter | | | |
| NAAPG | 615 | Clinical Rotation I | 11 |
| NAAPG | 620 | Clinical Rotation Didactic Component I | 2 |
| Total | | | 13 |
| Fall Quarter | | | |
| NAAPG | 616 | Clinical Rotation II | 11 |
| NAAPG | 621 | Clinical Rotation Didactic Component II | 2 |
| Total | | | 13 |
| Winter Quarter | | | |

| | | | |
|--------------------------------------|-----|------------------------------------------|-----------|
| NAAPG | 617 | Clinical Rotation III | 11 |
| NAAPG | 622 | Clinical Rotation Didactic Component III | 2 |
| Total | | | 13 |
| Spring Quarter | | | |
| NAAPG | 618 | Clinical Rotation IV | 11 |
| NAAPG | 623 | Clinical Rotation Didactic Component IV | 2 |
| Total | | | 13 |
| Third Professional Year: | | | |
| Total Quarter Credit Hours Required: | | | 13 |
| Summer Quarter | | | |
| NAAPG | 719 | Clinical Rotation V | 11 |
| NAAPG | 724 | Clinical Rotation Didactic Component V | 2 |
| Total | | | 13 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

ANATG 1552 Human Anatomy and Embryology (with Gross Anatomy Lab)

This course presents lectures and laboratory (human cadaver dissection and prosection, microscopy) sessions emphasizing the embryologic development of the human body, the relationship between body structure and function, and the use of gross human anatomy in physical diagnosis.
7 credits

BIOCG 550 Biochemistry for Nurse Anesthetists

Biochemistry is concerned with the functioning of cellular constituents at the molecular level in health and how their functions are altered in disease. Biochemistry is fundamental to understanding all branches of the life sciences. Topics include cellular energy metabolism, signal transduction, cell biology, complete blood count, anemias, diabetes, and hemostasis tests.
3 credits

COREG 1560F, 1570F, 1580F Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and

the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.
Each course 0.5 credits

NAAPG 510 Principles & Pathophysiology of Anesthesia Introduction

The course introduces the student to the scope and complexity of anesthesia management. Principles and Pathophysiology of Anesthesia Intro focuses on general principles, related to anesthesia equipment, monitoring, perioperative patient assessment, basic anesthesia care, documentation of care, airway management, regional anesthesia, and methods for pain management.
2 credits

NAAPG 540 Principles and Pathophysiology of Anesthesia I

The course introduces the student to the scope and complexity of anesthesia management. Principles of Anesthesia I focuses on general principles, including anesthesia equipment, monitoring, perioperative patient assessment, basic anesthesia care, documentation of care, airway management, regional anesthesia, and methods for pain management.
4 credits

Prerequisites: NAAPG 510 Principles and Pathophysiology of Anesthesia Intro

NAAPG 541, 542 Principles and Pathophysiology of Anesthesia II, III

These courses introduce the student to the scope and complexity of anesthesia management. Principles and Pathophysiology of Anesthesia II introduces the management of patients with coexisting disease that complicate anesthesia management, and the anesthetic management of specific types of procedures. The final course in this series focuses on more complex anesthesia management scenarios including the specialty practice of cardiac, neurologic, obstetric, and pediatric anesthesia.
Each course 6 credits

Prerequisites for NAAPG 541 Principles and Pathophysiology of Anesthesia II: NAAPG 540 Principles and Pathophysiology of Anesthesia I; Prerequisites for NAAPG 542 Principles and Pathophysiology of Anesthesia III: NAAPG 541 Principles and Pathophysiology of Anesthesia II

NAAPG 540L, 541L, 542L Principles and Pathophysiology of Anesthesia Laboratory I, II, III

These laboratory courses accompany the Principles and Pathophysiology of Anesthesia lecture series. The content focuses on the application of skills and knowledge needed to conduct the administration of general, regional and MAC

anesthesia. Application of the theoretical principles to individual patient scenarios is emphasized.

Each course 2 credits

NAAPG 551, 552, 553 Anesthesia Pharmacology I, II, III

These courses focus on drugs and delivery systems used for anesthesia. The major emphasis is on inhalational agents, local anesthetics, muscle relaxants and reversal agents, narcotics and induction agents. General principles of drug action, drug dynamics and kinetics, toxicities and therapeutic uses are included for all drug groups. Students are exposed to drugs affecting major organ systems of the body. Applications using real anesthesia scenarios are included to translate pharmacology theory to anesthesia practice. Drug calculations, conversion, preparing and administering medications, IV fluid management, documentation, and anesthetic planning are included.

Each course 4 credits

Prerequisite for NAAPG 552 Anesthesia Pharmacology II: NAAPG 551 Anesthesia Pharmacology I; Prerequisite for NAAPG 553 Anesthesia Pharmacology III: NAAPG 552 Anesthesia Pharmacology II

NAAPG 560 Research Methods

This course provides an overview of research designs used in basic science, applied, and descriptive research. The course is intended to teach research skills used in all of the health professions and to aid in the interpretation of published research reports.

3 credits

NAAPG 570 Professional Aspects of Nurse Anesthesia I

This course will present material concerning professional issues surrounding the practice of Nurse Anesthesia.

2 credits

NAAPG 571 Professional Aspects of Nurse Anesthesia II

This course will present material concerning professional issues surrounding the practice of Nurse Anesthesia.

2.5 credits

NAAPG 580, 581, 582, 583 Evidence-Based Practice

The purpose of this four-quarter series is to foster the student's critical analysis of research related to clinical anesthesia practice. Using current anesthesia literature students will read, critique and present literature on a specified topic. Lecture and classroom discussion aimed at promoting the usefulness of research will enhance student awareness regarding transferring research and theory to clinical practice.

Each course 0.5 credits

NAAPG 615, 616, 617, 618, 719 Clinical Rotation I, II, III, IV, V

Students will begin the clinical practicum in the summer of their second year in the program. Students will rotate to a variety of hospitals in Arizona, Arkansas, California, Colorado, Florida, Louisiana, Montana, Nevada, New Mexico, Ohio, Texas and Washington State. These rotations will include specialty rotations in cardiac surgery, neurosurgery, pediatrics, and obstetrics.

Each rotation 11 credits

Prerequisites: Completion of all didactic course work through spring quarter of first year; successful completion of previous Clinical Rotation.

Current Clinical Sites Include:

1. Banner Boswell Medical Center, Sun City, AZ Distance from campus: 15 minutes
2. Banner Del E. Webb Medical Center, Sun City West, AZ Distance from campus: 23 minutes
3. Banner Gateway Medical Center, Gilbert, AZ Distance from campus: 48 minutes
4. Banner Ironwood Medical Center, Queen Creek, AZ Distance from campus: 1 hour
5. Carl T. Hayden Vet Affairs Center, Phoenix, AZ Distance from campus: 26 minutes
6. Children's Hospital Medical Center of Akron, Akron, OH Distance from campus: 30 hours
7. Colusa Memorial Hospital, Colusa, CA Distance from campus: 12 hours
8. Community Hospital of Anaconda, Anaconda, MT Distance from campus: 16 hours
9. Corpus Christi Medical Center, Corpus Christi, TX Distance from campus: 16 hours
10. Covenant Hospital, Plainview, TX Distance from campus: 11 hours
11. Delta County Memorial Hospital, Delta, CO Distance from campus: 10 hours
12. Doctor's Hospital at Renaissance, Edinburg, TX Distance from campus: 18 hours
13. Gallup Indian Medical Center, Gallup, NM Distance from campus: 5 hours
14. Glenn Medical Center, Willows, CA Distance from campus: 13 hours
15. Glenwood Regional Medical Center, West Monroe, LA Distance from campus: 21 hours
16. Holy Cross Hospital, Tucson, AZ Distance from campus: 2 hours
17. Humboldt General Hospital, Winnemucca, NV Distance from campus: 13 hours
18. Jupiter Medical Center, Jupiter, FL Distance from campus: 34 hours
19. Kittitas Valley Community Hospital, Ellensburg, WA Distance from campus: 21 hours
20. Mason General Hospital, Shelton, WA Distance from campus: 22 hours

21. Mount Graham Regional Medical Center, Safford, AZ Distance from campus: 2 hours
22. Phoenix Indian Medical Center, Phoenix, AZ Distance from campus: 25 minutes
23. Rocky Mountain Eye Center, Missoula, MT Distance from campus: 19 hours
24. Saint James Healthcare, Butte, MT Distance from campus: 16 hours
25. Saint Luke's Medical Center, Phoenix, AZ Distance from campus: 30 minutes
26. Saint Vincent Infirmiry Medical Center, AR Distance from campus: 20 hours
27. San Juan Regional Medical Center, Farmington, NM Distance from campus: 8 hours
28. Sunnyside Community Hospital, Sunnyside, WA Distance from campus: 20 hours
29. Surgery Center of Casa Grande, Casa Grande, AZ Distance from campus: 1 hour
30. Tampa General Hospital, Tampa, FL Distance from campus: 32 hours
31. The Hospitals of Providence, El Paso, TX Distance from campus: 6 hours, 30 minutes
32. Tri State Memorial Hospital, Clarkston, WA Distance from campus: 19 hours
33. Tuba City Indian Medical Center, Tuba City, AZ Distance from campus: 6 hours
34. Tsehootsooi Medical Center, Fort Defiance, AZ Distance from campus: 6 hours
35. University Hospital Conway, Monroe, LA Distance from campus: 19 hours
36. University of Texas Southwestern Medical Center, Dallas, TX Distance from campus: 15 hours

NAAPG 620, 621, 622, 623, 724 Clinical Rotation Didactic Component I, II, III, IV, V

This course comprises the didactic component of NAAPG 615 through NAAPG 719. The student's retention of didactic information from the first year of the program will be evaluated and a professional case report will be presented by the student.

Each course 2 credits

Prerequisites: Completion of all didactic course work through spring quarter of first year; successful completion of previous Clinical Rotation.

PASSG 1568 Advanced Physical Assessment Across the Lifespan

This course is designed to teach the student the art and technique of physical assessment. Course content includes lectures and reading assignments covering normal and abnormal physical findings. In addition, there are weekly physical exam laboratory sessions designed to provide the student with hands-on practice in exam techniques. At the conclusion of the course the student will be expected to pass a written final exam and satisfactorily perform a complete

physical examination.
4 credits

PHYSG 1573, 1584 Human Physiology I, II

In this two-quarter series, students are introduced through didactic instruction and clinical case sessions to the basic physiologic principles that underline the normal function of the various organs and organ systems. These core principles provide the foundation through which the student develops an understanding of health in physiologic terms and appreciation of diverse regulatory processes that maintain the homeostasis of the human body.

Each course 4 credits

ELECTIVE COURSE DESCRIPTIONS

NAAPG 500 Independent Study

This independent study course provides an opportunity for didactic, simulation, or clinical inquiry to supplement the required course of study.

0.5 - 6 credits

FACULTY

Shari M. Burns, Ed.D., CRNA

University of Phoenix
School of Advanced Studies
Director and Professor

Dwayne Credor, D.N.A.P., CRNA

St. Vincent College of Pennsylvania
Assistant Professor

Samuel E. Dixon, D.N.P., CRNA

Loyola University of Chicago
Assistant Professor

Brian Estavillo, M.S.N., CRNA

Uniformed Services University of the Health Sciences
Assistant Professor

Rodney Fisher, M.S.N., CRNA

Columbia University
Assistant Professor

F. Scott Imus, M.S.N., CRNA

Wake Forest University Baptist Medical Center
Assistant Professor

Kristen Mumme, M.S.N., CRNA

Florida International University
Assistant Professor

Lee Ranalli, M.S.N., CRNA

Kaiser Permanente School of Anesthesia/California State
University Fullerton
Assistant Professor

CLINICAL PSYCHOLOGY PROGRAM

MISSION

The Midwestern University Doctor of Psychology (Psy.D.) in Clinical Psychology Program educates students in the general practice of evidence-based clinical psychology serving a diverse population.

ACCREDITATION

The Clinical Psychology Program is accredited by the American Psychological Association (APA). Clinical Psychology accreditation information can be obtained from the Commission on Accreditation of the American Psychological Association, 750 First Street NE; Washington, DC 20002-4242. Phone: 202/336-5500; TDD/TTY: 202/336-6123. Website: <http://www.apa.org/ed/accreditation/index.aspx>.

Midwestern University is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; 800/621-7440.

DEGREE DESCRIPTION

The Doctor of Psychology (Psy.D.) degree is the degree of choice for persons interested in becoming high-level practitioners when pursuing a career in clinical psychology. The curriculum for the program does not follow any one theoretical perspective; rather, the emphasis is upon the development of the essential diagnostic, therapeutic, and consultative skills for the practice of clinical psychology.

The overall goal is to prepare students for careers in the practice of professional psychology. There are five specific goals, defined as competencies, and an emphasis on training in Integrated Behavioral Health Care. These competencies are:

(1) **Research and Evaluation/Foundations of Psychological Science:** This competency includes the areas of research and evaluation, test construction, statistics, scholarship, and scientific mindedness. This competency rests on the assessor's foundation of knowledge, skills, and professional attitudes in the areas of tests and measurement, statistics, qualitative methods, and experimental design. This

competency also encompasses knowledge of the history of scientific psychology and its clinical applications, including the areas of physiological psychology, neuropsychology, psychopharmacology, cognitive and affective bases of behavior, history and systems of psychology, and social psychology.

(2) **Professionalism:** This competency includes the areas of ethics, diversity (defined broadly), self-care, awareness, self-reflection, practice management, collegiality, professional problem solving, a commitment to lifelong learning, and critical thinking which underlies all subject matter and professional behavior.

(3) **Diagnostics and Assessment:** This competency rests on the foundation of knowledge, skills, and professional attitudes in the areas of human development and psychopathology. The Diagnostics and Assessment competency requires an ability to acquire and synthesize multiple sources of data into a comprehensive, cohesive and clearly articulated communication form.

(4) **Intervention:** This competency requires students to demonstrate an ability to intervene with clients from an articulated theoretical perspective. Intervention is broadly defined to include a variety of activities that promote or sustain well-being or provide remedial or preventative services. Intervention populations are broadly defined (e.g. individuals, groups, couples, families, communities). Students demonstrate knowledge, skills and attitudes congruent with evidence-based practice rationales and can articulate them.

(5) **Relationship and Communication:** This competency requires a demonstration of interpersonal skills and effective written and oral communication. Ability to consult and collaborate with others, interprofessional teams and members of agencies and organizations is considered part of relationship skills. Evidence of ability to teach/present and manage at a developmentally appropriate level is also included. Supervisory ability (including the ability to be supervised) is part of this competency.

(6) **Emphasis on Integrated Behavioral Healthcare:** The MWU Clinical Psychology Program emphasizes broad and general training in psychology. In addition, emphasis on

psychological practice in integrated healthcare settings is provided. MWU views psychologists as generalists in healthcare. Because the program is housed in a medical school and healthcare environment, students have the opportunity to interact with many healthcare professionals. As part of this interprofessional approach, training in other related psychological activities is available to interested students, including neuropsychology, health psychology and behavioral medicine.

Program Philosophy

The Doctor of Psychology in Clinical Psychology Program follows the practitioner-scholar model of preparation that was accepted by the American Psychological Association at the Vail Conference. This model recognizes the ongoing need in society for expertly trained practitioners in the field of clinical psychology. The practitioner-scholar philosophy dictates that competent practitioners are required to have an extensive understanding of the theoretical principles in the clinical practice of psychology and the ability to utilize the knowledge in specific clinical situations. This program has the philosophy of educating and training individuals to enter careers emphasizing the delivery of direct psychological services and consultation. Relevant theory, research, and field experiences are integrated into the development of competent and ethical practitioners who are respectful of individual and cultural differences in the provision of psychological services.

Program Requirements

The Psy.D. Program is designed to be completed in four to five years. Typically, full-time students will complete three years of coursework, clerkship, and practicum experiences. This is followed by a one-year internship and the satisfactory completion of a Dissertation. A fourth year of advanced elective practicum experience prior to internship is strongly recommended for all students. Some evening courses may be scheduled.

Master of Arts in Clinical Psychology Degree

Students are only admitted into the Psy.D. Program. There is no separate master degree program. Doctoral students may elect to earn a M.A. degree while pursuing the Psy.D. degree after completion of the first two years of coursework, clerkship, and practicum experiences. Students electing to receive the M.A. degree must have successfully completed all of the 1500 and 1600 level courses, clerkship, and practicum experiences for a total of 118.5 credit hours.

The M.A. in Clinical Psychology is awarded to provide an additional credential certifying the work completed by students who are pursuing the Psy.D. degree.

Clerkship

The Psy.D. Program offers a number of supervised clinical training experiences beginning in the first year of study.

Students are selected for clerkships following consideration of the Program Director and clerkship supervisor.

Clinical Practicum

All students must successfully complete practicum experiences in the second and third year of study. Students enter practicum training if they are making satisfactory progress in the program and receive approval of the Program Director. Practicum is a field experience that spans the academic year. Practicum training is completed at numerous hospitals, agencies, and organizations throughout the Phoenix metropolitan area. The specific clinical focus of the experience varies according to the student's needs, interests, and availability of practicum sites. Students complete a minimum of eight quarters of practicum. Students work approximately 16 to 20 hours per week in a clinical setting. The practicum experiences in psychodiagnostics and psychotherapy require a minimum of 1,000 hours over two years. Practicum placements may require work in the summer months, over holiday periods, and during breaks in the academic calendar. The Director of Clinical Training assists students in the application process for practicum placement.

Qualifying Examination

The purpose of the Qualifying Examination is to permit students to demonstrate the capacity to integrate the knowledge, skills and attitudes accumulated during the first two years of study, demonstrating organizational and differential thinking. The successful completion of the Qualifying Examination signals the official acceptance of the matriculated student as a doctoral candidate. The examination is evaluated on a pass/fail basis and is scheduled at the end of the first two years of study.

Internship

The predoctoral internship is a 2,000-hour requirement at an approved site over a 12-month or 24-month period. The internship is designed to provide intensive advanced clinical training that builds upon the coursework and practicum experiences. The internship is a critical component of the Psy.D. Program and cannot be waived. After successfully completing the Qualifying Examination, a student can apply for an internship. Students must complete all required coursework, practicum experiences, and successfully defend their dissertation proposal before beginning the internship. The internship may or may not be a paid position, depending on the placement of the student.

Dissertation

A Dissertation is required for graduation. This is intended as a scholarly work that permits the student an opportunity to enhance their knowledge about a particular clinical area. A committee of faculty members will assist with this process. Students are required to develop and defend a

proposal for their project that must be approved by the Dissertation Committee before the project is implemented. The student then completes data collection and analysis required for the project and completes the dissertation document. Each student must present an oral defense of the project upon its completion. Following the defense, the student must provide the program with copies of the Dissertation that are suitable for binding. With the Program Director's approval, students needing additional time to complete the Dissertation following completion of their internship must register for PSYCG 1820 Dissertation Continuation, a 1 credit course.

ADMISSIONS

The Clinical Psychology Program considers applicants who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. The Program requires an interview with applicants before decisions are made concerning admission into the Program.

Admission Requirements

To be considered for admission, applicants must submit the following:

1. Completion of a bachelor's degree from a regionally accredited college or university.
 - A minimum cumulative undergraduate grade point average (GPA) of 3.00 on a 4.00 scale.
 - If the applicant has graduate courses, but no degree granted, this will be viewed as an extension of the undergraduate work and will be evaluated as part of a cumulative GPA.
 - If the applicant has a conferred graduate degree in psychology or a related mental health field from a regionally accredited university, the GPA from that graduate program will be weighted more heavily than the undergraduate GPA.
2. Completion of 18 semester hours or equivalent of prerequisite coursework in psychology with a grade of B- or better including: Introduction to General Psychology, Human Growth & Development or Personality Theory, Abnormal Psychology, Statistics or Tests and Measurements.
3. Graduate Records Examination (GRE) general tests taken no earlier than January 1, 2012.
 - Scores will be accepted from tests taken no earlier than January 1, 2012.
 - For more information about the GRE, contact Educational Testing Services (ETS) at 610/771-7670, 866/473-4373 or visit www.ets.org/gre.
4. Demonstration of community service or extracurricular activities.
5. Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences.
6. Oral and written communication skills necessary to interact with patients and colleagues.
7. Commitment to abide by Midwestern University's Drug-Free Workplace and Substance Abuse Policy.
8. Passage of the Midwestern University criminal background check.

Application Process and Deadlines

To be considered for admission to the Clinical Psychology Program, students must submit the following to the Office of Admissions:

1. Completed online application at www.midwestern.edu under the AZ Clinical Psychology Program section.
2. Three signed and sealed letters of recommendation from professionals who know the student well (teachers, advisors, professional colleagues or supervisors).
3. A personal statement that reflects the educational and career goals of applicants and provides a self-appraisal of their qualifications for the Program and profession. Applicants are encouraged to include explanations of any factors in their application materials that might impact evaluation of their application.
4. Current resume.
5. Official transcripts from all postsecondary schools attended.
6. GRE general test scores.
7. The deadline for complete application submissions is July 15th, but students are encouraged to complete the application early in the academic year as positions are limited.

Send all application materials to:

Midwestern University
Office of Admissions
19555 N. 59th Avenue
Glendale, AZ 85308
888/247-9277 or 623/572-3215
admissaz@midwestern.edu

Applicants may track the receipt of their application materials and the status of their files on the University's website with the instructions for accessing account information that will be sent by the Office of Admissions after receipt of their application.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address and e-mail address. All requests for application withdrawals must be made in writing to the Office of Admissions (address above).

Interview and Selection Process

Completed applications are reviewed to determine the applicant's eligibility for interviews, which are conducted on the Midwestern University campus during several admission days throughout the admissions cycle. The personal interview is the final step in the application process. Upon completion of the interview, the Program makes admissions recommendations and the Dean, via the Office of Admissions, notifies applicants of admissions recommendations. Admissions decisions are made on a rolling basis until all available positions are filled. Students are advised to complete their application files as early as possible to ensure timely consideration, but no later than July 15th.

Reapplication Process

After receiving either a denial or end-of-cycle letter, prospective students may reapply for the following year's admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor. To initiate the reapplication process, prospective students must complete and submit new applications and proceed through the standard application process.

Transfer of Credit

In order to receive credit for previous coursework completed at other institutions, students must submit a Transfer of Credit Request Application prior to matriculation. The transfer of credit has the following conditions:

1. A maximum of 40 quarter hours of credit for coursework completed prior to matriculation may be considered according to CHS policy for advanced placement.
2. Transferred course credit is limited to graduate level courses from recognized, regionally accredited degree granting institutions.
3. Credit is not transferred for a clinical practicum or an internship.
4. Credit may be awarded for required courses from other doctoral programs.
5. Credit may only be awarded for courses in which grades of B- or better were attained.
6. The Program may require a competency examination to determine satisfactory performance before awarding credit for a course.
7. Credit can only be awarded for courses completed within the seven-year period prior to matriculation.
8. Transfer of Credit Request Applications must be submitted by August 1st.

GRADUATION REQUIREMENTS

To qualify for the degree of Master of Arts (M.A.) in Clinical Psychology, the following conditions must be fulfilled:

1. Satisfactory completion of 118.5 credit hours including all required 1500 and 1600 level courses (97 credits), Interprofessional Healthcare courses (1.5 credits), clerkships (4 credits), and practica and practicum seminar (16 credits).
2. Attainment of a cumulative grade point average of 3.00 or higher and a minimum of B- or P in all required courses, seminars, and practica.
3. Full payment of all outstanding tuition and fees.
4. Favorable recommendation for master's degree conferral from the Clinical Psychology Program Student Academic Review Committee and the CHS Student Promotion and Graduation Committee.
5. Recommendation for conferral of the master's degree by the University Faculty Senate.

To qualify for the degree of Doctor of Psychology (Psy.D.) in Clinical Psychology, the following conditions must be fulfilled within seven years of matriculation:

1. Satisfactory completion of a minimum of 225.5 quarter credit hours, including the required courses and seminars (115 credits), elective courses (12 credits), Interprofessional Healthcare Core Courses (1.5 credits); clerkships (4 credits), practica and practicum seminars (31 credits), internship (50 credits), and Dissertation (12-13 credits).
2. Attainment of a cumulative grade point average of 3.00 or higher and a minimum of B- or P in all required courses, seminars, and practica.
3. Satisfactory completion of the Qualifying Examination and program-based competencies.
4. Satisfactory completion of an approved one-year internship.
5. Satisfactory completion of a Dissertation including a successful oral defense and the submission of a copy for binding.
6. Favorable recommendation for doctoral degree conferral from the Clinical Psychology Program Student Academic Review Committee and the CHS Student Promotion and Graduation Committee.
7. Recommendation for conferral of the doctoral degree by the University Faculty Senate.
8. Full payment of all outstanding tuition and fees.
9. Completion of all graduation clearance requirements as instructed by the Office of the Registrar.
10. For student completing the Neuropsychology Concentration (Track), a total of 249.5 quarter credit hours must be completed.

Requirement for Full-Time Study in Residence

Typically, students will spend three years in full time study on campus (in residence). All courses, except practicum placements, are held on campus. In all circumstances, at least one full year of full time study on campus must be satisfied as a condition of graduation. The requirement can be satisfied in either of the following ways:

1. The successful completion with a minimum of twelve quarter hours of credit per term for three consecutive quarters, or
2. The successful completion of 40 quarter hours within one twelve-month period including the summer quarter.

LICENSURE REQUIREMENTS

Licensure requirement and standards for professional practice vary from state to state and prospective students are urged to examine the requirements of the specific state in which they plan to practice. The Association of State and Provincial Psychology Boards can provide useful information on this issue.

National Register of Health Service Provider Status - This program meets the "Guidelines for Defining 'Doctoral Degree in Psychology'" as implemented by the Association for State and Provincial Psychology Boards (ASPPB)/National Register Designation Project. Therefore, a graduate of this program who decides to apply for licensure as a psychologist will typically meet the jurisdictional educational requirements for licensing. Please contact the state / provincial / territorial licensing board in the jurisdiction in which you plan to apply for information about additional licensure requirements. Additional information including links to jurisdictions is available on the ASPPB's web site: www.asppb.org.

Once licensed, a graduate of a designated program is eligible to apply for credentialing as a Health Service Psychologist by the National Register of Health Service Psychologists. Graduation from a designated program typically ensures that the program completed meets the educational requirements for the National Register credential. However, individual circumstances vary, and, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Psychologists and listed on the FindaPsychologist.org database. Doctoral students may apply to have their credentials banked and reviewed prior to licensure. For further information about the National Psychologist's Trainee Register and the National Register application process, consult the National Register's web site: www.nationalregister.org.

NEUROPSYCHOLOGY CONCENTRATION

Neuropsychology Concentration – Clinical Psychology

Clinical Psychology offers a 5-year Neuropsychology Concentration that tailors the student's program of study through elective courses, practice field experiences, and research and scientific inquiry to concentrate in the area of clinical neuropsychology. The Neuropsychology Concentration is based on the APA Division 40 and Houston Conference Guidelines with the goal of providing students

with training that will serve as a foundation for internship and post-doctoral neuropsychology training. Students do not receive a specialty, which is a post-doctoral designation, or a separate degree in neuropsychology. Students who elect the Neuropsychology Concentration will earn a degree in Clinical Psychology, which appears on all transcripts and diplomas.

Neuropsychology Concentration Requirements:

1. Declared prior to acceptance into the program (accepted on basis of interest); exceptions made by Program Director and availability only
2. Required courses:
 - Introduction to Neuropsychology
 - Neuropsychological Assessment
 - Clinical Neuroscience
 - Clinical Neuroanatomy
 - Neuropsychology Seminar/Case Studies
3. Two, year-long practicum at Neuropsychology based site
4. Approved Dissertation on neuropsychology topic
5. Completion of Internship

Graduation Credit Requirements:

Students on the Neuropsychology Concentration must complete 242.5 quarter credit hours

CURRICULUM

The MWU/CHS Clinical Psychology Program reserves the right to alter its curriculum, however and whenever it deems appropriate. This catalog does not establish a contractual relationship between MWU and the student.

Total Quarter Credits in the Professional Program: 225.5

First Year

Total Credits First Year Required: 62.5

Fall Quarter

| | | | |
|-------|-------|----------------------------------------------------------|-----|
| COREG | 1560H | Interprofessional Healthcare | 0.5 |
| PSYCG | 1501 | Professional Issues and Ethics | 3 |
| PSYCG | 1502 | Life Span Development I | 3 |
| PSYCG | 1509 | Fundamentals of Graduate Level Writing | 1 |
| PSYCG | 1515 | Tests and Measurements I | 3 |
| PSYCG | 1560 | Cognitive-Affective Bases of Behavior | 3 |
| PSYCG | 1572 | Psychopathology: Anxiety-Based and Personality Disorders | 3 |
| PSYCG | 1581 | Introduction to Clerkship | 1 |

Total 17.5

Winter Quarter

COREG 1570H Interprofessional Healthcare 0.5

PSYCG 1503 Life Span Development II 3

PSYCG 1508 Fundamentals of APA Style 1

PSYCG 1516 Tests and Measurements II 2

PSYCG 1524 Intelligence Testing I 3

PSYCG 1525 Intelligence Testing II 2

PSYCG 1570 Psychopathology: Child and Adolescent 3

PSYCG 1582 Clerkship I 1

Total 15.5

Spring Quarter

COREG 1580H Interprofessional Healthcare 0.5

PSYCG 1514 Research Methods and Design 3

PSYCG 1526 Personality Assessment I 4

PSYCG 1550 Biological Bases of Behavior 3

PSYCG 1565 Professional Writing 1

PSYCG 1573 Psychopathology: Psychotic and Mood Disorders 3

PSYCG 1583 Clerkship II 1

Total 15.5

Summer Quarter

PSYCG 1510 Statistics 3

PSYCG 1520 Clinical Appraisal and Interviewing 3

PSYCG 1527 Personality Assessment II: Projective Techniques 4

PSYCG 1530 Introduction to Psychotherapy 3

PSYCG 1584 Clerkship III 1

Total 14

Second Year

Total credits Year 1 + Year 2: 118.5

Awarding of Master of Arts Degree

Total Credit Second Year Required: 56

Fall Quarter

PSYCG 1620 Advanced Assessment 3

PSYCG 1631 Cognitive Theories & Approaches to Psychotherapy 3

PSYCG 1639 Integrated Behavioral Healthcare 3

PSYCG 1682 Practicum I 3

PSYCG 1683 Practicum Seminar I 1

Total 13

Winter Quarter

PSYCG 1601 Advanced Professional Development and Ethics 2

PSYCG 1632 Psychodynamic Approaches to Psychotherapy 3

PSYCG 1635 Marriage and Family Counseling and Therapy 3

PSYCG 1654 Social and Cultural Bases of Behavior 3

PSYCG 1684 Practicum II 3

PSYCG 1685 Practicum Seminar II 1

Total 15

Spring Quarter

PSYCG 1610 Diversity in Clinical Psychology 3

PSYCG 1636 Behavioral Therapy 3

PSYCG 1650 Psychopharmacology 3

PSYCG 1680 Research Seminar 2

PSYCG 1686 Practicum III 3

PSYCG 1687 Practicum Seminar III 1

Total 15

Summer Quarter

PSYCG 1640 Introduction to Neuropsychology 3

PSYCG 1649 Group Therapy 3

PSYCG 1655 History and Systems 3

PSYCG 1688 Practicum IV 3

PSYCG 1689 Practicum Seminar IV 1

Total 13

Third Year

Total Credits Third Year Required: 57

Fall Quarter

| | | | | |
|------------------------------------------|------|------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSYCG | 1711 | Advanced Statistics | 3 | Students must complete a minimum of 12 hours of elective credit in the MWU/CHS Clinical Psychology Program. Elective course offerings may include the following: |
| PSYCG | 1730 | Advanced Psychotherapy Practice | 3 | |
| PSYCG | 1771 | Advanced Psychopathology | 2 | |
| PSYCG | 1780 | Dissertation Seminar I | 1 | |
| PSYCG | 1782 | Advanced Practicum I | 3 | |
| PSYCG | 1783 | Advanced Practicum Seminar I | 1 | Electives |
| | | Electives | 3 | PSYCG 1709 Forensic Psychology 3 |
| Total | | | 16 | PSYCG 1712 Grief and Loss 3 |
| Winter Quarter | | | | PSYCG 1715 Animal Assisted Psychotherapy 3 |
| PSYCG | 1708 | Mental Health Law | 3 | PSYCG 1721 Human Sexuality 3 |
| PSYCG | 1739 | Issues in Substance Abuse | 3 | PSYCG 1735 Practice Management Issues 3 |
| PSYCG | 1751 | Advanced Integrated Behavioral Healthcare | 1 | PSYCG 1743 Introduction to Neuropsychological Assessment 3 |
| PSYCG | 1781 | Dissertation Seminar II | 1 | PSYCG 1744 Clinical Neuroanatomy 3 |
| PSYCG | 1784 | Advanced Practicum II | 3 | PSYCG 1745 Advanced Neuropsychological Assessment 3 |
| PSYCG | 1785 | Advanced Practicum Seminar II | 1 | PSYCG 1746 Clinical Neuroscience 3 |
| | | Electives | 3 | PSYCG 1747 Advanced Practicum Seminar Neuropsychological Track 1 |
| Total | | | 15 | PSYCG 1748 Bullying and Interpersonal Violence 3 |
| Spring Quarter | | | | PSYCG 1749 Psychological Management of Chronic Pain 3 |
| PSYCG | 1732 | Supervision and Consultation Models & Practice | 3 | PSYCG 1750 Stress Management, Relaxation and Hypnotherapy Techniques 3 |
| PSYCG | 1786 | Advanced Practicum III | 3 | PSYCG 1752 Treatment of Traumatic Stress 3 |
| PSYCG | 1787 | Advanced Practicum Seminar III | 1 | PSYCG 1753 Humanistic and Experiential Theory and Therapy 3 |
| | | Electives | 6 | PSYCG 1760 Advanced Child Therapy 3 |
| Total | | | 13 | PSYCG 1775, 1776, 1777 Advanced Independent Study Each course 1-3 |
| Summer Quarter | | | | PSYCG 1778 Directed Readings in Clinical Psychology 3 |
| PSYCG | 1788 | Advanced Practicum IV | 3 | PSYCG 1882, 1884, 1886, 1888 Advanced Elective Practicum I, II, III, IV Each course 3 |
| PSYCG | 1799 | Dissertation | 10 | PSYCG 1883, 1885, 1887, 1889 Advanced Elective Practicum Seminar I, II, III, IV Each course 1 |
| Total | | | 13 | |
| Fourth Year | | | | |
| Total credits Years 1, 2, 3 and 4: 225.5 | | | | |
| Award Psy.D. degree | | | | |
| Total Credits Fourth Year Required: | | | 50 | |
| Fourth Year | | | | |
| PSYCG | 1800 | Internship | 50 | |
| Total | | | 50 | |

5 YEAR CURRICULUM

For those students who choose to pursue the recommended option of an advanced elective practicum year prior to internship, the curriculum sequence is the same for the first two years, and the curriculum sequence for years 3 to 4 follows:

Third Year

Total Year Credit Hours Required: 50

Fall Quarter

| | | | |
|--------------|------|---------------------------------|-----------|
| PSYCG | 1711 | Advanced Statistics | 3 |
| PSYCG | 1730 | Advanced Psychotherapy Practice | 3 |
| PSYCG | 1771 | Advanced Psychopathology | 2 |
| PSYCG | 1780 | Dissertation Seminar I | 1 |
| PSYCG | 1782 | Advanced Practicum I | 3 |
| PSYCG | 1783 | Advanced Practicum Seminar I | 1 |
| | | Electives | 3 |
| Total | | | 16 |

Winter Quarter

| | | | |
|--------------|------|-------------------------------------------|-----------|
| PSYCG | 1708 | Mental Health Law | 3 |
| PSYCG | 1739 | Issues in Substance Abuse | 3 |
| PSYCG | 1751 | Advanced Integrated Behavioral Healthcare | 1 |
| PSYCG | 1781 | Dissertation Seminar II | 1 |
| PSYCG | 1784 | Advanced Practicum II | 3 |
| PSYCG | 1785 | Advanced Practicum Seminar II | 1 |
| | | Electives | 3 |
| Total | | | 15 |

Spring Quarter

| | | | |
|--------------|------|------------------------------------------------|-----------|
| PSYCG | 1732 | Supervision and Consultation Models & Practice | 3 |
| PSYCG | 1786 | Advanced Practicum III | 3 |
| PSYCG | 1787 | Advanced Practicum Seminar III | 1 |
| | | Electives | 6 |
| Total | | | 13 |

Summer Quarter

| | | | |
|-------|------|-----------------------|---|
| PSYCG | 1788 | Advanced Practicum IV | 3 |
|-------|------|-----------------------|---|

| | | | |
|-------|------|-------------------------------|---|
| PSYCG | 1789 | Advanced Practicum Seminar IV | 1 |
|-------|------|-------------------------------|---|

| | | | |
|-------|------|--------------|---|
| PSYCG | 1794 | Dissertation | 2 |
|-------|------|--------------|---|

Total 6

Fourth Year

Total Quarter Credit Hours Required: 24

Fall Quarter

| | | | |
|--------------|------|---------------------------------------|----------|
| PSYCG | 1882 | Advanced Elective Practicum I | 3 |
| PSYCG | 1883 | Advanced Elective Practicum Seminar I | 1 |
| PSYCG | 1795 | Dissertation | 2 |
| Total | | | 6 |

Winter Quarter

| | | | |
|--------------|------|----------------------------------------|----------|
| PSYCG | 1884 | Advanced Elective Practicum II | 3 |
| PSYCG | 1885 | Advanced Elective Practicum Seminar II | 1 |
| PSYCG | 1796 | Dissertation | 2 |
| Total | | | 6 |

Spring Quarter

| | | | |
|--------------|------|-----------------------------------------|----------|
| PSYCG | 1886 | Advanced Elective Practicum III | 3 |
| PSYCG | 1887 | Advanced Elective Practicum Seminar III | 1 |
| PSYCG | 1797 | Dissertation | 2 |
| Total | | | 6 |

Summer Quarter

| | | | |
|--------------|------|--------------------------------|----------|
| PSYCG | 1888 | Advanced Elective Practicum IV | 3 |
| PSYCG | 1798 | Dissertation | 3 |
| Total | | | 6 |

Fifth Year

Total Credits Years 1, 2, 3, 4 and 5: 242.5
Award Psy.D. degree

Total Quarter Credit Hours Required: 50

Year 5

| | | | |
|-------|------|------------|----|
| PSYCG | 1800 | Internship | 50 |
|-------|------|------------|----|

Total 50

NEUROPSYCHOLOGY CURRICULUM

The MWU/CHS Clinical Psychology Program reserves the right to alter its curriculum, however and whenever it deems appropriate. This catalog does not establish a contractual relationship between MWU and the student.

Total Quarter Credits in the Professional Program: 242.5

First Year

Total Credits First Year Required: 62.5

Fall Quarter

| | | | |
|--------------|-------|----------------------------------------------------------|-------------|
| COREG | 1560H | Interprofessional Healthcare | 0.5 |
| PSYCG | 1501 | Professional Issues and Ethics | 3 |
| PSYCG | 1502 | Life Span Development I | 3 |
| PSYCG | 1509 | Fundamentals of Graduate Level Writing | 1 |
| PSYCG | 1515 | Tests and Measurements I | 3 |
| PSYCG | 1560 | Cognitive-Affective Bases of Behavior | 3 |
| PSYCG | 1572 | Psychopathology: Anxiety-Based and Personality Disorders | 3 |
| PSYCG | 1581 | Introduction to Clerkship | 1 |
| Total | | | 17.5 |

Winter Quarter

| | | | |
|--------------|-------|---------------------------------------|-------------|
| COREG | 1570H | Interprofessional Healthcare | 0.5 |
| PSYCG | 1503 | Life Span Development II | 3 |
| PSYCG | 1508 | Fundamentals of APA Style | 1 |
| PSYCG | 1516 | Tests and Measurements II | 2 |
| PSYCG | 1524 | Intelligence Testing I | 3 |
| PSYCG | 1525 | Intelligence Testing II | 2 |
| PSYCG | 1570 | Psychopathology: Child and Adolescent | 3 |
| PSYCG | 1582 | Clerkship I | 1 |
| Total | | | 15.5 |

Spring Quarter

| | | | |
|-------|-------|------------------------------|-----|
| COREG | 1580H | Interprofessional Healthcare | 0.5 |
| PSYCG | 1514 | Research Methods and Design | 3 |
| PSYCG | 1526 | Personality Assessment I | 4 |
| PSYCG | 1550 | Biological Bases of Behavior | 3 |
| PSYCG | 1565 | Professional Writing | 1 |

| | | | |
|--------------|------|-----------------------------------------------|-------------|
| PSYCG | 1573 | Psychopathology: Psychotic and Mood Disorders | 3 |
| PSYCG | 1583 | Clerkship II | 1 |
| Total | | | 15.5 |

Summer Quarter

| | | | |
|--------------|------|--------------------------------------------------|-----------|
| PSYCG | 1520 | Clinical Appraisal and Interviewing | 3 |
| PSYCG | 1527 | Personality Assessment II: Projective Techniques | 4 |
| PSYCG | 1530 | Introduction to Psychotherapy | 3 |
| PSYCG | 1584 | Clerkship III | 1 |
| PSYCG | 1640 | Introduction to Neuropsychology | 3 |
| Total | | | 14 |

Second Year

Total credits Year 1 + Year 2: 118.5

Awarding of Master of Arts Degree

Total Credit Second Year Required: 56

Fall Quarter

| | | | |
|--------------|------|--------------------------------------------------|-----------|
| PSYCG | 1620 | Advanced Assessment | 3 |
| PSYCG | 1631 | Cognitive Theories & Approaches to Psychotherapy | 3 |
| PSYCG | 1682 | Practicum I | 3 |
| PSYCG | 1683 | Practicum Seminar I | 1 |
| PSYCG | 1743 | Introduction to Neuropsychological Assessment | 3 |
| Total | | | 13 |

Winter Quarter

| | | | |
|--------------|------|----------------------------------------------|-----------|
| PSYCG | 1601 | Advanced Professional Development and Ethics | 2 |
| PSYCG | 1632 | Psychodynamic Approaches to Psychotherapy | 3 |
| PSYCG | 1635 | Marriage and Family Counseling and Therapy | 3 |
| PSYCG | 1654 | Social and Cultural Bases of Behavior | 3 |
| PSYCG | 1684 | Practicum II | 3 |
| PSYCG | 1685 | Practicum Seminar II | 1 |
| Total | | | 15 |

Spring Quarter

| | | | |
|--------------|------|----------------------------------|-----------|
| PSYCG | 1610 | Diversity in Clinical Psychology | 3 |
| PSYCG | 1636 | Behavioral Therapy | 3 |
| PSYCG | 1680 | Research Seminar | 2 |
| PSYCG | 1686 | Practicum III | 3 |
| PSYCG | 1687 | Practicum Seminar III | 1 |
| PSYCG | 1746 | Clinical Neuroscience | 3 |
| Total | | | 15 |

Summer Quarter

| | | | |
|--------------|------|----------------------|-----------|
| PSYCG | 1510 | Statistics | 3 |
| PSYCG | 1649 | Group Therapy | 3 |
| PSYCG | 1655 | History and Systems | 3 |
| PSYCG | 1688 | Practicum IV | 3 |
| PSYCG | 1689 | Practicum Seminar IV | 1 |
| Total | | | 13 |

Third Year

Total Credits Third Year Required: 50

Fall Quarter

| | | | |
|--------------|------|----------------------------------|-----------|
| PSYCG | 1639 | Integrated Behavioral Healthcare | 3 |
| PSYCG | 1711 | Advanced Statistics | 3 |
| PSYCG | 1730 | Advanced Psychotherapy Practice | 3 |
| PSYCG | 1771 | Advanced Psychopathology | 2 |
| PSYCG | 1780 | Dissertation Seminar I | 1 |
| PSYCG | 1782 | Advanced Practicum I | 3 |
| PSYCG | 1783 | Advanced Practicum Seminar I | 1 |
| Total | | | 16 |

Winter Quarter

| | | | |
|--------------|------|-------------------------------------------|-----------|
| PSYCG | 1708 | Mental Health Law | 3 |
| PSYCG | 1739 | Issues in Substance Abuse | 3 |
| PSYCG | 1744 | Clinical Neuroanatomy | 3 |
| PSYCG | 1751 | Advanced Integrated Behavioral Healthcare | 1 |
| PSYCG | 1781 | Dissertation Seminar II | 1 |
| PSYCG | 1784 | Advanced Practicum II | 3 |
| PSYCG | 1785 | Advanced Practicum Seminar II | 1 |
| Total | | | 15 |

Spring Quarter

| | | | |
|-------|------|------------------------------------------------|---|
| PSYCG | 1650 | Psychopharmacology | 3 |
| PSYCG | 1732 | Supervision and Consultation Models & Practice | 3 |
| PSYCG | 1745 | Advanced Neuropsychological Assessment | 3 |
| PSYCG | 1786 | Advanced Practicum III | 3 |
| PSYCG | 1787 | Advanced Practicum Seminar III | 1 |

Total 13

Summer Quarter

| | | | |
|-------|------|-------------------------------|---|
| PSYCG | 1788 | Advanced Practicum IV | 3 |
| PSYCG | 1789 | Advanced Practicum Seminar IV | 1 |
| PSYCG | 1794 | Dissertation | 2 |

Total 6

Fourth Year

Total Credits Fourth Year Required: 24

Fourth Year - Fall Quarter

| | | | |
|-------|------|---------------------------------------|---|
| PSYCG | 1795 | Dissertation | 2 |
| PSYCG | 1882 | Advanced Elective Practicum I | 3 |
| PSYCG | 1883 | Advanced Elective Practicum Seminar I | 1 |

Total 6

Winter Quarter

| | | | |
|-------|------|----------------------------------------|---|
| PSYCG | 1796 | Dissertation | 2 |
| PSYCG | 1884 | Advanced Elective Practicum II | 3 |
| PSYCG | 1885 | Advanced Elective Practicum Seminar II | 1 |

Total 6

Spring Quarter

| | | | |
|-------|------|-----------------------------------------|---|
| PSYCG | 1797 | Dissertation | 2 |
| PSYCG | 1886 | Advanced Elective Practicum III | 3 |
| PSYCG | 1887 | Advanced Elective Practicum Seminar III | 1 |

Total 6

Summer Quarter

| | | | |
|-------|------|--------------|---|
| PSYCG | 1798 | Dissertation | 3 |
|-------|------|--------------|---|

| | | |
|---------------------------------------------|--------------------------------|-----------|
| PSYCG 1888 | Advanced Elective Practicum IV | 3 |
| Total | | 6 |
| Fifth Year | | |
| Total Credits Years 1, 2, 3, 4 and 5: 242.5 | | |
| Award Psy.D. degree | | |
| Total Quarter Credit Hours Required: | | 50 |
| Year 5 | | |
| PSYCG 1800 | Internship | 50 |
| Total | | 50 |

CORE COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

COREG 1560H, 1570H, 1580H Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated. Each course 0.5 credits

PSYCG 1501 Professional Issues and Ethics

The legal, ethical, and professional issues are discussed in the context of the delivery of mental health services. These issues include APA ethical standards, privacy issues, confidentiality, mental health codes, mental health law and legislation, certification and licensure, ethical standards in research, confidentiality in insurance and managed care contexts, and ethical standards in private practice, schools, hospitals and clinics, community settings, and government. 3 credits

PSYCG 1502 Life Span Development I

This course examines the major developmental issues from birth through adolescence. The topics include normal and abnormal development in the context of physical, biological, cognitive, social, and emotional functioning. Other topics include a study of models of development including learning theory, cognitive theory (Piaget), and other theories. Speech and language development are also examined as a basis for

later human cognition. Developmental factors related to issues of culture, ethnicity, disabilities, and gender are addressed. 3 credits

PSYCG 1503 Life Span Development II

This course examines the biopsychosocial factors in adult development and aging. Topics include physical and psychological changes that occur from early adulthood through senescence, and normal and abnormal changes through this cycle including cognitive changes. The course examines the role of work and career as it impacts on basic adult life processes. Retirement is examined as it relates to psychological consolidation and the prospect of death and dying. Cross-cultural, gender, familial, and gender perspectives are included. 3 credits

PSYCG 1508 Fundamentals of APA Style

This course introduces the student to the basic guidelines for the correct usage of the APA style in writing. The course provides a comprehensive overview of the publication manual of the American Psychological Association 6th Ed. Throughout the quarter, participants in this course will increase their familiarity with the APA style guidelines through an in-depth examination of each chapter of the manual. 1 credit

PSYCG 1509 Fundamentals of Graduate Level Writing

This course serves as a broad overview of basic skills necessary for graduate level writing; it provides a review of fundamental grammatical rules and principles, including but not limited to: sentence structure, spelling, punctuation, tense shifting, transitions, subject-pronoun agreement and use of formal tone. A basic format for how to write a research paper will be provided, incorporating the use of: an effective thesis statement, main themes/ideas and appropriate paragraph structure. Finally, the distinction between expository, persuasive and analytical writing will be highlighted. 1 credit

PSYCG 1510 Statistics

The course examines basic statistical measures including parametric and nonparametric tests at both the theoretical and applied levels. The course will allow the student to understand the statistical methods used in clinical research. Emphasis is placed on the preparation of the students for their own clinical research. Topics include complex factorial ANOVA, Repeated Measures ANOVA, multiple regression, power analysis, MANOVA, and factor analysis. 3 credits

PSYCG 1514 Research Methods and Design

This course is a survey of the methods used in empirical clinical research, program evaluation, and clinical outcomes studies. Students will learn both experimental and quasi-experimental designs. Strategies for research design, subject selection, and statistical analysis will also be examined.

3 credits

Prerequisites: PSYCG 1508 Fundamentals of APA Style; PSYCG 1509 Fundamentals of Graduate Level Writing; PSYCG 1515 Test and Measurements I; and PSYCG 1516 Test and Measurements II

PSYCG 1515 Tests and Measurements I

This is the first in a two course sequence about the measurement of individual differences designed for students in the clinical psychology program. This course examines the philosophical, historical, and methodological foundations of psychological testing, assessment, and measurement. The course focuses on the statistical basis of validity, reliability, tests of intelligence, personality assessment, counseling and assessment, neuropsychological assessment, computer-assisted assessment, and the assessment of persons with disabilities.

3 credits

PSYCG 1516 Tests and Measurements II

This course continues the examination of the measurement of individual differences and prediction designed for students in the clinical psychology program. The course focuses on the measurement of behavior, affect, achievement, relationships, attitudes, traits, and self-concept that are appropriate in clinical practice. The course prepares students to effectively evaluate different psychological tests and to select tests for particular referral questions and special populations.

2 credits

Prerequisites: PSYCG 1515 Tests and Measurements I

PSYCG 1520 Clinical Appraisal and Interviewing

This course provides the student with basic principles and techniques of clinical interviewing and assessment. The approach is both didactic and experiential with the student conducting mock interviews of patients. Emphasis is placed not only on understanding verbal information but also on meta-communication including body language, voice quality, and pacing, and other aspects of nonverbal interpersonal interaction. Students are introduced to differential diagnosis, report writing, inferential analysis, diversity issues related to appraisal and interviewing, and psychological inference.

3 credits

Prerequisites: PSYCG 1570 Psychopathology: Child and Adolescent; PSYCG 1572 Psychopathology: Anxiety-Based and Personality Disorders; PSYCG 1573 Psychopathology: Psychotic and Mood Disorders

PSYCG 1524 Intelligence Testing I

This course introduces the student to the theory, administration, scoring, and interpretation of standard intelligence tests. Intellectual assessment scales examined include the Stanford-Binet, and the various Wechsler Scales. Basic interpretation and report writing skills are developed. Biopsychosocial, cultural, ethnic, and disability factors affecting test validity and interpretation are also examined.

3 credits

Prerequisites: PSYCG 1515 Test and Measurements I; PSYCG 1560 Cognitive and Affective Basis of Behavior

PSYCG 1525 Intelligence Testing II

The purpose of this course is to emphasize using the clinical instruments to assess cognitive functioning of children and adults. The course is designed to develop competency in administration and report writing and consists of lecture, demonstration, practice administrations, and individual checkouts of competencies in test administration. The students receive constructive feedback in the areas of test administration, scoring, interpretation of results and report writing.

2 credits

Prerequisites: Must be taken concurrently with PSYCG 1524 Intelligence Testing I

PSYCG 1515 Test and Measurements I; PSYCG 1560 Cognitive and Affective Basis of Behavior

PSYCG 1526 Personality Assessment I

This course introduces the student to the administration, interpretation, and scoring of the objective tests for personality assessment. Tests examined include the MMPI2, and Millon Scales. Basic interpretation and report writing skills are taught for the objective personality assessment instruments. Biopsychosocial, cultural, ethnic, gender, and disability factors affecting assessment validity and interpretation are also examined.

4 credits

Prerequisites: PSYCG 1515 Test and Measurements I; PSYCG 1516 Test and Measurements II; PSYCG 1560 Cognitive and Affective Basis of Behavior; PSYCG 1502 Lifespan and Development I; and PSYCG 1503 Lifespan and Development II

PSYCG 1527 Personality Assessment II: Projective Techniques

This course provides the clinical psychology student with instruction and practice in the administration, scoring, and interpretation of the projective techniques including the Rorschach, TAT, and projective drawings. The course addresses relevant cultural, ethnic, gender, and disability factors in considering interpretation of results and in the development of integrative report writing.

4 credits

Prerequisites: PSYCG 1515 Test and Measurements I; PSYCG 1516 Test and Measurements II; PSYCG 1560 Cognitive and Affective Basis of Behavior; PSYCG 1502 Life Span and Development I; PSYCG 1503 Life Span and Development II; and PSYCG 1526 Personality Assessment I

PSYCG 1530 Introduction to Psychotherapy

From a historical basis, this course introduces the student to the various psychotherapeutic traditions. Treatment approaches examined include psychoanalytic, psychodynamic, Gestalt, behavioral, cognitive/behavioral, interpersonal, and others. Through both didactic and experiential means, the student will be exposed to the fundamental aspects of each treatment approach. Also reviewed is the current literature on empirically verified treatment approaches as well as issues related to culture, ethnicity, gender, and disabilities.

3 credits

PSYCG 1550 Biological Bases of Behavior

This course examines the historical and current understandings of the physical/neurological underpinnings of human behavior. Recent advances in imaging techniques are examined as they relate to our understanding of the structure and function of the neurological substrate in human functioning.

3 credits

PSYCG 1560 Cognitive-Affective Bases of Behavior

This course explores the role of thought and emotion in its influence on human behavior. Normative cognitive and affective processes are examined, including major theoretical perspectives, research findings, and controversies. Historic and current research is examined in support of various models as well as gender, cultural, ethnic and disability issues.

3 credits

PSYCG 1565 Professional Writing

This course introduces the student to the basic foundations of professional writing including the use of the APA style of writing. The course examines several applications of writing style to such diverse activities as research report writing, clinical chart documentation, SOAP charting, and psychodiagnostic report writing.

1 credit

PSYCG 1570 Psychopathology: Child and Adolescent

This course provides the student with a basic understanding of the major psychological disorders of childhood and adolescence. Topics include an examination of developmental disorders, impulse disorders, eating disorders, and disorders of behavior and affect. Theories on the etiology of the disorders are reviewed in the context of both diagnosis and treatment.

3 credits

Prerequisites: PSYCG 1502 Lifespan Development I

PSYCG 1572 Psychopathology: Anxiety-Based and Personality Disorders

This course reviews the theory and research underlying the anxiety-based and personality disorders. Topics include anxiety disorders, dissociative and somatoform disorders, personality disorders, impulse control disorders, and psychosexual disorders.

3 credits

PSYCG 1573 Psychopathology: Psychotic and Mood Disorders

This course reviews the theory and research underlying the psychotic and mood disorders. Topics include symptoms and symptom presentations of schizophrenia, depressive and bipolar disorders, other psychotic disorders, cognitive disorders, and substance abuse and dependence. The importance of cultural, gender, ethnic, and disability factors will be discussed in relation to the psychiatric disorders.

3 credits

PSYCG 1581 Introduction to Clerkship

This lecture course is meant to prepare students for the clerkship experience starting the Winter Quarter. The course will focus on graduate students' rights and responsibilities, professional behavior and expectations, difference between administrative and clinical supervision, and peer mentorship. This course will also introduce students to the Comprehensive Assessment Method of Psychology (CAMP), including the five Program goals, objectives, and competencies, and how it relates to field placement and training.

1 credit

PSYCG 1582 Clerkship I

The clerkship is a supervised field experience for clinical psychology students, focusing on the development of clinical inquiry skills, assessment ability, knowledge of community resources, diversity issues, and consultation skills. The clerkship is a supervised experience that may take place at hospitals, clinics, human service agencies, schools, shelters, or faith based institutions. Students participating in the clerkship are under the direct supervision of a site supervisor and also receive feedback from faculty in the clinical psychology program.

1 credit

Prerequisites: Approval of Program Director

PSYCG 1583 Clerkship II

This is a continuation of PSYCG 1582.

1 credit

Prerequisites: PSYCG 1582 Clerkship I and Approval of Program Director

PSYCG 1584 Clerkship III

This is a continuation of PSYCG 1583.

1 credit

Prerequisites: PSYCG 1583 Clerkship II and Approval of Program Director

PSYCG 1601 Advanced Professional Development and Ethics

This course examines the role of the psychologist in divergent settings. Topics include ethics, standards of practice, models and techniques of supervision, practice development and management, documentation needs, record keeping, and information protection in light of the latest Department of Health and Human Services and Health Insurance Portability and Accountability regulations and liability management.

2 credits

Prerequisites: PSYCG 1501 Professional Issues and Ethics

PSYCG 1610 Diversity in Clinical Psychology

This course examines the impact of culture, race, ethnicity, gender, sexual orientation, disability and religion on theory and practice in clinical psychology. The course looks at the interaction between the clinician's own perceptions of culture and that of the patient. The impact of these issues is also discussed as it affects the delivery of psychological and psychiatric services. The societal impact due to differential access to services is also examined along with possible solutions to this problem.

3 credits

PSYCG 1620 Advanced Assessment

This course concentrates on the development of skills needed in the interpretation of test findings. Emphasis is placed on a synergistic understanding of the contributions of various test findings to the formulation of a valid diagnostic impression. Students are expected to continue development of skills in formulating diagnostic conclusions, clinical report writing, research report writing, and examination of differential diagnoses.

3 credits

Prerequisites: PSYCG 1520 Clinical Appraisal and Interviewing; PSYCG 1508 Fundamentals of APA Style; PSYCG 1509 Fundamental of Graduate Level Writing; PSYCG 1565 Professional Writing; and successful completion of all first year assessment classes.

PSYCG 1631 Cognitive Theories & Approaches to Psychotherapy

From the pioneering work of Beck and Ellis to the current theory and practice of such therapists as Meichenbaum and

Freeman, this course examines the major paradigm shift in clinical psychology with the so-called "Cognitive Revolution." The course reviews the impact of cognitive therapy on the development of empirically verified treatment approaches. It also reviews the current research supporting the use of a cognitive psychotherapy approach with certain diagnostic conditions, and populations.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy; PSYCG 1560 Cognitive-Affective Bases of Behavior

PSYCG 1632 Psychodynamic Approaches to Psychotherapy

Beginning with the seminal work of Freud, this course examines the theory and technique in the psychodynamic psychotherapy. Classical and newer models, such as Self Psychology and Object Relations, are included. The work of Freud, Klein, Kernberg, and Kohut among others will be reviewed illustrating the rich and diverse approaches within the psychodynamic tradition.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy; PSYCG 1560 Cognitive-Affective Bases of Behavior

PSYCG 1635 Marriage and Family Counseling and Therapy

Taking from family systems theory, this course examines the basic models, theories and assumptions underlying marriage and family therapy while considering the biopsychosocial perspective. Using case studies, films, and videotapes, the course examines fundamental techniques of both therapy and diagnostic evaluation such as the use and development of the genogram.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy

PSYCG 1636 Behavioral Therapy

Beginning with the work of the major learning theorists such as Pavlov, Hull, Thorndike, and Skinner the course examines the basic theories and techniques that underlie the behavioral therapy approach in clinical psychology. Using recent studies in empirical verification of therapeutic approaches, the course will review the use of specific behavioral interventions with such disorders as anxiety, behavior problems, phobia, and obsessive-compulsive disorder.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy; PSYCG 1560 Cognitive-Affective Bases of Behavior

PSYCG 1639 Integrated Behavioral Healthcare

This course focuses on the skills needed to provide psychological services in primary care settings. Topics include consultation and collaboration with primary care physicians; improving patient adherence to medical treatment regimens; flexibility of scheduling to match services to patients' identified needs; brief, focused assessment and intervention

strategies; and health behaviors for lifestyle changes.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy; Core 1560 Interprofessional Healthcare I; Core 1570 Interprofessional Healthcare II; Core 1580 Interprofessional Healthcare III

PSYCG 1640 Introduction to Neuropsychology

This course reviews the major systems and structures of the brain and central nervous system. In addition to examining normal neurological functioning, the course discusses common impairments in cognition, language, and perception with a neurological base. Topics covered include neurological syndromes such as cerebral vascular accidents, head trauma and concomitant brain injury, seizure disorders, and various forms of dementia. An overview of neuropsychological assessment instruments will be introduced.

3 credits

Prerequisites: PSYCG 1550 Biological Bases of Behavior; PSYCG 1560 Cognitive-Affective Bases of Behavior

PSYCG 1649 Group Therapy

This course includes the history and current models and theories of group therapy. Both didactic and experiential methods are used to introduce the student to different kinds of group interventions. The recommended uses of group interventions for different types of problems, settings, and age groups are included.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy

PSYCG 1650 Psychopharmacology

This course examines the development and use of pharmacological agents in the treatment of psychopathology. Further, the course examines the use of medication with empirically verified therapy approaches. All classes of psychopharmacological agents are reviewed including neuroleptics, anxiolytics, mood stabilizers, and antidepressants.

3 credits

Prerequisites: PSYCG 1550 Biological Bases of Behavior

PSYCG 1654 Social and Cultural Bases of Behavior

This course examines the influence of socioeconomic and cultural influences on behavior. Normative and abnormal behavior is examined in the biopsychosocial context. Also covered is the assessment of individual behavior in new or unfamiliar sociocultural contexts.

3 credits

PSYCG 1655 History and Systems

This course is a survey of the historical development of both experimental and clinical psychology. Major systems of psychology include sensory-perceptual psychology (Gestalt),

Freudian, psychodynamic, behavioral, cognitive, social, family, humanistic, and existential psychology. Major theorists such as Freud, Adler, Jung, Maslow, Skinner, Piaget, Beck, and Meichenbaum, are examined.

3 credits

PSYCG 1680 Research Seminar

This course provides supervision for the student in the development and analysis of student-based research. The faculty advisor provides the student with direction in the formulation of the research question, research design, analysis, and write-up. Effectiveness and efficacy of various interventions are also reviewed.

2 credits

Prerequisites: PSYCC 1508 Fundamentals of APA Style; PSYCG 1509 Fundamentals of Graduate Level Writing; PSYCG 1515 Test and Measurements I; PSYCG 1516 Test and Measurements II; PSYCG 1565 Professional Writing; PSYCG 1510 Statistics; PSYCG 1514 Research Methods and Design

PSYCG 1682 Practicum I

This course is designed to provide the practical experiences in psychodiagnostics and psychotherapeutics that are appropriate for the training of practitioners in the human services.

3 credits

Prerequisites: Approval of Program Director and PSYCG 1501 Professional Issues and Ethics; PSYCG 1530 Introduction to Psychotherapy; PSYCG 1520 Clinical Appraisal and Interviewing; and successful completion of all first year assessment classes.

PSYCG 1683 Practicum Seminar I

In a four quarter sequence, students meet on campus to discuss training experiences and progress at their practicum training site during their first year of practicum training. Students receive feedback on cases with the goal of integrating theory with practice to supplement direct supervision received by site supervisors. Seminar discussion focuses on psycho-diagnostic formulation, case conceptualization, treatment processes, and review of peer cases. Administrative and organizational issues are discussed to develop a professional attitude and capacity for problem-solving.

1 credit

Prerequisites: Approval of Program Director and PSYCG 1501 Professional Issues and Ethics; PSYCG 1530 Introduction to Psychotherapy; PSYCG 1520 Clinical Appraisal and Interviewing; and successful completion of all first year assessment classes.

PSYCG 1684 Practicum II

This is a continuation of PSYCG 1682.

3 credits

Prerequisites: PSYCG 1682 Practicum I and Approval of Program Director

PSYCG 1685 Practicum Seminar II

This is a continuation of PSYCG 1683.

1 credit

Prerequisites: PSYCG 1683 Practicum Seminar I and Approval of Program Director

PSYCG 1686 Practicum III

This is a continuation of PSYCG 1684.

3 credits

Prerequisites: PSYCG 1684 Practicum II and Approval of Program Director

PSYCG 1687 Practicum Seminar III

This is a continuation of PSYCG 1685.

1 credit

Prerequisites: PSYCG 1685 Practicum Seminar II and Approval of Program Director

PSYCG 1688 Practicum IV

This is a continuation of PSYCG 1686.

3 credits

Prerequisites: PSYCG 1686 Practicum III and Approval of Program Director

PSYCG 1689 Practicum Seminar IV

This is a continuation of PSYCG 1687.

1 credit

Prerequisites: PSYCG 1687 Practicum Seminar III and Approval of Program Director

PSYCG 1708 Mental Health Law

This course provides an overview of the judicial/legal aspects as they pertain to the practice of psychology. Risk management considerations, forensic psychological issues, and other mental health law issues will be explored.

3 credits

Prerequisites: PSYCG 1601 Advanced Professional Development and Ethics

PSYCG 1711 Advanced Statistics

This course focuses on clinical research with emphasis on research design and multivariate analysis. Particular attention is given to the application of research methodology, and psychometric issues regarding theory and practice.

3 credits

Prerequisites: PSYCG 1510 Statistics; PSYCG 1514 Research Methods and Design

PSYCG 1730 Advanced Psychotherapy Practice

The course is designed to assist the student to develop a personal approach to psychotherapy practice, based upon their training in theoretical models and treatment, and their individual personality. The course focuses on using the students' theoretical model to conceptualize their clients and to provide appropriate treatment interventions within that theoretical model. Case management and ongoing evaluation are discussed.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy; must be taken concurrently with PSYCG 1771 Advanced Psychopathology

PSYCG 1732 Supervision and Consultation Models & Practice

This course focuses on supervision and consultation in psychology. Major models of supervision and consultation will be presented. Both didactic and experiential methods of instruction will be used to expose students to the implementation and practices of supervision and consultation.

3 credits

PSYCG 1739 Issues in Substance Abuse

This course presents major theories of etiology and treatment of substance abuse and dependence. Addictions to different classes of substances, intoxication and withdrawal effects, and methods of assessment, diagnosis, treatment, management, and relapse prevention will be discussed.

3 credits

Prerequisites: PSYCG 1530 Introduction to Psychotherapy; PSYCG 1550 Biological Bases of Behavior

PSYCG 1751 Advanced Integrated Behavioral Healthcare

This course focuses on the practice of psychology integrated with primary healthcare. Issues regarding practice concerns, diversity issues, and consultative skills will be addressed.

1 credit

Prerequisites: PSYCG 1639 Integrated Behavioral Healthcare

PSYCG 1771 Advanced Psychopathology

This psychopathology course focuses on complex case studies to provide greater breadth and depth of knowledge in the areas of clinical theory, clinical research findings, co-morbidity, and socio-cultural diversity. Special consideration is given to conceptualization of problems from diverse theoretical orientations and perspectives. The course will be taught through lecture, case study presentations, class discussion, readings, and class presentations. Class assignments will include proposals, papers, and presentations designed to mirror activities of practicing psychologists.

2 credits

Prerequisites: PSYCG 1520 Clinical Appraisal and

Interviewing; successful completion of all Psychopathology courses.

PSYCG 1780 Dissertation Seminar I

This course focuses on the development of the dissertation after the proposal defense. Students will meet with their dissertation chairs on a monthly basis (or more) to make progress toward starting data collection (for empirical projects). Students completing empirical projects will submit an IRB application during the quarter with the goal of starting data collection by the start of the following quarter. Students completing non-empirical projects will work with their dissertation chair to ensure that significant progress is made.

1 credit

Prerequisites: Approval of Program Director

PSYCG 1781 Dissertation Seminar II

This course focuses on the development of the dissertation after the proposal defense. Students will meet with their dissertation chairs on a monthly basis (or more) to make progress toward data collection and analysis (for empirical projects). Students completing empirical projects will begin data collection during the quarter with the goal of starting data analysis by the start of the following quarter. Students completing non-empirical projects will work with their dissertation chair to ensure that significant progress is made.

1 credit

Prerequisites: PSYCG 1780 Dissertation Development

PSYCG 1782 Advanced Practicum I

This practicum experience offers the opportunity to enhance the student's skills in a particular area of interest.

3 credits

Prerequisites: PSYCG 1688 Practicum IV and Approval of Program Director

PSYCG 1783 Advanced Practicum Seminar I

In a four-quarter sequence, students meet on campus to discuss training experiences and progress at their practicum training site during their second year of practicum training. Students receive feedback on cases with the goal of integrating theory with practice to supplement direct supervision received by site supervisors. Seminar discussion focuses on conceptualizing cases and treatment through peer case review. Administrative and organizational issues are also discussed to develop an effective professional attitude and capacity for pragmatic problem-solving.

1 credit

Prerequisites: PSYCG 1689 Practicum Seminar IV and Approval of Program Director

PSYCG 1784 Advanced Practicum II

This is a continuation of PSYCG 1782.

3 credits

Prerequisites: PSYCG 1782 Advanced Practicum I and Approval of Program Director

PSYCG 1785 Advanced Practicum Seminar II

This is a continuation of PSYCG 1783.

1 credit

Prerequisites: PSYCG 1783 Advanced Practicum Seminar I and Approval of Program Director

PSYCG 1786 Advanced Practicum III

This is a continuation of PSYCG 1784.

3 credits

Prerequisites: PSYCG 1784 Advanced Practicum II and Approval of Program Director

PSYCG 1787 Advanced Practicum Seminar III

This is a continuation of PSYCG 1785.

1 credit

Prerequisites: PSYCG 1785 Advanced Practicum Seminar II and Approval of Program Director

PSYCG 1788 Advanced Practicum IV

This is a continuation of PSYCG 1786.

3 credits

Prerequisites: PSYCG 1786 Advanced Practicum III and Approval of Program Director

PSYCG 1794, 1795, 1796, 1797, 1798, 1799 Dissertation

Completion of the Dissertation is required for the doctoral degree.

Each course 2-10 credits

Prerequisites: PSYCG 1781 Dissertation Seminar and Approval of Program Director

PSYCG 1800 Internship

The internship is a 12-24 month commitment (2,000 hours) that is designed to provide an intensive clinical experience expanding upon the required didactic and the practicum experiences.

50 credits

Prerequisites: Approval of Program Director

PSYCG 1811, 1812, 1813, 1814 Dissertation Continuation I, II, III, IV

This course sequence is reserved for students on internship needing additional time for completion of the required Dissertation.

Per quarter 0.5 credits

Prerequisites: PSYCG 1799 Dissertation; Concurrent enrollment in PSYCG 1800 Internship; and Approval of Program Director.

PSYCG 1820 Dissertation Advanced Continuation

This course is reserved for students needing additional quarters beyond the internship year in the program to complete the required Dissertation.

1 credit

Prerequisites: PSYCG 1798 Dissertation or PSYCG 1799 Dissertation and Approval of Program director.

PSYCG 1821 Internship Continuation

This course is reserved for students requiring additional time to complete internship requirements beyond the fourth year in the program.

Per quarter 0.5 credits

Prerequisites: PSYCG 1800 Internship and Approval from Program Director

ELECTIVE COURSE DESCRIPTIONS

PSYCG 1709 Forensic Psychology

Building on basic information of the legal system and mental health law, students will gain a broad understanding of the ways in which psychologists interact with the legal system.

This may include assessment, evaluation, treatment, testimony, and consultation.

3 credits

Prerequisites: PSYCG 1708 Mental Health Law

PSYCG 1712 Grief and Loss

This course focuses on the concepts of grief and loss in psychology. Major issues as established by the Association for Death Education and Counseling (ADEC) will be covered including: Dying, End-of-Life Decision Making, Loss, Grief and Mourning, Assessment and Intervention, Traumatic Death and Death Education. Both didactic and experiential methods of instruction will be used to expose students to the vast body of knowledge covering this area.

3 credits

PSYCG 1715 Animal Assisted Psychotherapy

Animal Assisted Psychotherapies (AAT), as well as their theoretical foundations, are reviewed in this course. Both canine assisted psychotherapy (CAP) and equine assisted psychotherapy (EAP) approaches will be addressed as well as brief discussions of AAT with other animals. There is an emphasis on developing skills in case analysis and treatment, with special attention to the development and processing of treatment activities.

3 credits

PSYCG 1721 Human Sexuality

The purpose of this course is to provide the Clinical Psychology student with an introduction to human sexuality throughout the life-cycle. Sexual development and issues affecting individuals and couples will be examined and sexual dysfunctions will be reviewed along with treatment

modalities for the most common disorders.

3 credits

PSYCG 1735 Practice Management Issues

This course will introduce students to business principles as they apply to professional psychology. Students will be exposed to various business-of-practice issues and decisions, such as starting, managing, marketing, and diversifying a psychology practice, and will consider the related ethical, legal, and financial issues involved.

3 credits

PSYCG 1741 Health Psychology

This course serves as a study of theory, research, and applications of health psychology including the psychological factors that influence physical health and illness and the application of behavioral principles to the prevention and treatment of illness and the promotion of health.

3 credits

PSYCG 1742 Advanced Health Psychology

This course serves as a study of applications of health psychology including the psychological factors that influence physical health and illness and the application of specific behavioral principles to the prevention and treatment of illness and the promotion of health.

3 credits

PSYCG 1743 Introduction to Neuropsychological Assessment

This course is for intermediate students in the neuropsychology concentration. This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in Human Neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all the data available, including historical, interview, observational, and test data.

3 credits

Prerequisites: PSYCG 1524 Intelligence Testing I; PSYCG 1525 Intelligence Testing II; PSYCG 1640 Introduction to Neuropsychology;

PSYCG 1744 Clinical Neuroanatomy

The focus of this course is the gross anatomy of the human brain and spinal cord, and the functional organization of the central nervous system. The major neuroanatomic structures including the motor system, somatosensory system, cranial nerves, cerebellum, basal ganglia, limbic structures, ventricles, meninges, and the vascular supply of the brain will be discussed. The functionality of these systems as well as the consequences of damage to that system will be presented.

3 credits

Prerequisites: Introduction to Neuropsychology

PSYCG 1745 Advanced Neuropsychological Assessment

This advanced assessment course will use a case conference format to explore advanced topics in neuropsychological assessment including a more comprehensive understanding of functional neuroanatomy and central nervous system functioning, treatment and assessment of diverse populations, clinical ethics, clinical interventions for neuropsychological conditions and other special topics. Emphasis is on exploration of special topics using a single case format with each student presenter responsible for helping to guide discussion for that week.

3 credits

Prerequisites: PSYCG 1524 Intelligence Testing I; PSYCG 1525 Intelligence Testing II; PSYCG 1640 Introduction to Neuropsychology

PSYCG 1746 Clinical Neuroscience

This course will cover the neuroscience basis for important aspects of behavior. Neurobiological, genetic, and neurochemical etiology of neurological and psychological disorders will be discussed. Students will gain a more comprehensive understanding of the fundamental mechanisms that underlie normal neurological functioning as well as diseases and disorder of the central nervous system.

3 credits

Prerequisites: Introduction to Neuropsychology

*PSYCG 1747 Advanced Practicum Seminar
Neuropsychological Track*

This is a supervised field experience for students in the neuropsychology track, designed to integrate field training with course content. It focuses on the development of clinical inquiry skills, knowledge of interventions, assessment ability, knowledge of community resources, diversity issues, and consultation skills with an emphasis on neuropsychological assessment. The practicum is a supervised experience that may take place at hospitals, clinics, human service agencies, schools, or appropriate organizations. Students are under the direct supervision of a site supervisor and receive feedback from faculty and advanced students in the Program.

1 credit

Prerequisites: PSYCG 1640 Introduction to Neuropsychology; PSYCG 1683, 1685, 1687, and 1689 Practicum Seminar I, II, III, IV

PSYCG 1748 Bullying and Interpersonal Violence

Students will become aware of the causes of violence, the impact on victims of violence, and programmatic attempts to reduce violence. Students will explore current research regarding violence and learn prevention and treatment strategies.

3 credits

PSYCG 1749 Psychological Management of Chronic Pain

This course presents major theories and techniques of chronic pain management from the psychological perspective. Varying pain disorders, co-occurring disorders, treatment and management modalities, special populations, and relapse prevention will be explored.

3 credits

*PSYCG 1750 Stress Management, Relaxation and
Hypnotherapy Techniques*

This course surveys stress management, relaxation and other techniques across theoretical orientations and philosophies that may be useful and effective in interventions to manage stress, reduce anxiety, and promote relaxation.

Complementary and alternative medicine approaches, such as yoga and meditation, psychoneuroimmunology and its relationship to health, self-care skills, and health behavior change will be included.

3 credits

PSYCG 1752 Treatment of Traumatic Stress

This course covers assessment and conceptualization of traumatic stress reactions and provides empirically-supported treatments to those affected by trauma. Readings and discussion focus on the physiological, cognitive, emotional, and behavioral impact of traumatic stress and provide instruction on the application of treatment techniques, such as relaxation training, biofeedback and exposure-based interventions. Students are exposed to principles of psychological first aid to trauma victims and early intervention in crisis situations. Course examines the cultural context in which trauma occurs.

3 credits

*PSYCG 1753 Humanistic and Experiential Theory and
Therapy*

This course covers principles and techniques of Humanistic and Experiential models of therapy with a focus on the work of Rogers, May, Bugental, Mahrer, Perls, Greenberg, and Gendlin. Humanistic psychotherapy is a broad classification that embraces a diverse ensemble of approaches including the philosophy of the existential perspective. This course includes both didactic and experiential approaches. Through video demonstrations, role-play, and structured exercises, students practice and further develop their intervention skills within an experiential framework.

3 credits

PSYCG 1760 Advanced Child Therapy

This course provides exposure, practice, and research on therapeutic orientation and techniques with children and adolescents. Focus will be on how to incorporate developmental models into conceptualization, treatment planning, and treatment outcome, and on current evidence-

based counseling and intervention methods. Additional areas of focus will include discussion about ethical issues in treatment with minors, involving family/caregivers/school-based systems, accessing community supports, and the impact of diversity on the child's functioning and treatment.
3 credits

Prerequisites: PSYCG 1502 Life Span Development I and PSYCG 1530 Introduction to Psychotherapy

PSYCG 1775, 1776, 1777 Advanced Independent Study

This course permits the student to pursue individualized study in a relevant area of clinical psychology under the direct supervision of program faculty. A study plan is developed in consultation with program faculty and with the approval of the Program Director.

Each course 1-3 credits

Prerequisites: Approval of Program Director

PSYCG 1778 Directed Readings in Clinical Psychology

This course permits extensive exploration of an approved topic in clinical psychology. With the consultation of a program faculty member, a reading list is developed around a relevant issue. The readings focus on the interchange between theory, research, diversity issues, and clinical practice.

3 credits

Prerequisites: Approval of Program Director

PSYCG 1882, 1884, 1886, 1888 Advanced Elective Practicum I, II, III, IV

This elective practicum experience offers the opportunity to enhance the student's skills in a particular area of interest.

Each course 3 credits

PSYCG 1883, 1885, 1887 Advanced Elective Practicum Seminar I, II, III

As a part of a four-quarter sequence, students meet on campus to discuss their training experiences and progress at their practicum training site placement during their third year of practicum training. Students receive feedback on cases with the primary goal of integrating theory with practice to supplement direct supervision received by site supervisors. Seminar discussion focuses on conceptualizing cases and treatment through peer review of cases. Administrative and organizational issues are also discussed to develop an effective professional attitude and capacity for pragmatic problem-solving.

Each course 1 credit

ACADEMIC AND ADMINISTRATIVE POLICIES

Satisfactory Progress

Once students have matriculated, they are continuously enrolled in the program until graduation. Credit hours can be

earned during any academic quarter: fall, winter, spring, or summer. Student progress in the Psy.D. Program is evaluated at the conclusion of each quarter. The Program Student Academic Review Committee conducts the evaluation of student progress and students are provided feedback about their progress.

The academic standing of a student is determined by the student's cumulative grade point average. A student enrolled in the Clinical Psychology Program must pass all courses with a minimum grade of B- or P and maintain a cumulative grade point average of 3.00 or higher to have achieved satisfactory academic progress. If a student fails to make satisfactory progress in completing his/her prescribed course of study, he/she is placed on academic warning, academic probation, administrative probation, academic leave of absence, or academic dismissal, as described in the CHS Academic Policies section of the MWU Catalog.

Extended Program

For various reasons, a restructuring of a student's academic course load may be necessary. Accordingly, an individual's academic course load may be reduced so that the student enters what is termed an extended track repeat year program. Such a program rearranges the course schedule so that the normal time period for the program is extended, usually by the additional year. A student is placed on an extended program by the Academic Review Committee.

FACULTY

Ruchi Bhargava, Ph.D.

Gallaudet University
Associate Professor

Angela M. Breitmeyer, Psy.D.

Arizona School of Professional Psychology
Assistant Professor

Bhupin Butaney, Ph.D.

St. Johns University
Associate Director of Clinical Education and Associate Professor

Jared Chamberlain, Ph.D.

University of Nevada, Reno
Program Director and Associate Professor

Melissa Flint, Psy.D.

Arizona School of Professional Psychology
Internship Coordinator and Associate Professor

Joanna Jablonski, Psy.D.

Arizona School of Professional Psychology
Director of Clinical Training and Assistant Professor

Kate Jansen, Ph.D.

University of Toledo
Assistant Professor

Jessica Kaffer, Psy.D.
Midwestern University
Clinic Coordinator and Clinical Assistant Professor

Jessica J. Powell, Psy.D.
Pacific University
Assistant Professor

C. Daniel Spezzacatena, Psy.D.
Arizona School of Professional Psychology
Clinic Coordinator and Clinical Assistant Professor

Thomas B. Virden III, Ph.D.
Western Michigan University
Professor

PHYSICAL THERAPY PROGRAM

MISSION

The Midwestern University Physical Therapy Program will use the highest educational and professional standards to prepare entry-level physical therapists who can provide quality physical therapy services to a diverse population across all levels of the healthcare continuum.

Expected outcomes for the Program emphasize strengthening Program-community relationships by providing continuing professional development opportunities for practicing physical therapists, encouraging expertise in clinical practice, and enhancing the awareness and knowledge of the physical therapy profession among diverse communities.

ACCREDITATION

The Physical Therapy Program at Midwestern University, Glendale, Arizona is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703/684-2782 or 800/999-2782; e-mail: accreditation@apta.org; website: <http://www.capteonline.org>.

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; 312/263-0456.

DEGREE DESCRIPTION

Midwestern University's Physical Therapy Program offers a course of study leading to the Doctor of Physical Therapy (D.P.T.) degree for qualified students. The full-time, continuous, 36-month, entry-level Doctor of Physical Therapy curriculum is designed to deliver the academic and clinical education required to prepare students for their professional role as key members of the healthcare team and as an integral part of the healthcare delivery system. The general education, professional training, experience, and personal character development of physical therapists uniquely prepare them to coordinate care related to functional improvement and functional ability. The clinical phase of the program provides the students with necessary hands-on experience to develop the knowledge, skills and

attitudes essential to practice physical therapy in a variety of settings. All students will be required to travel for clinical education experiences. The focus of the professional clinical doctorate degree program is to prepare entry-level practitioners to provide physical therapy services in large, small, traditional, and nontraditional community and institutional practice settings that require independent judgment, leadership, and autonomous practice. The Program also provides the foundation for graduates to identify and contribute to effecting solutions to the major, emergent health issues of our society and to contribute to the academic and clinical education of future practitioners. The graduate will be prepared to make valuable, ongoing contributions to society, healthcare, and the profession through leadership activities and collaborative efforts with others in physical therapy and interprofessional education, practice, and research.

Time Limit for Completion of Coursework

The Doctor of Physical Therapy Program is a continuous, full-time program for 36 months. The maximum allotted time for completion of the doctorate program is 54 months.

Program Objectives

Upon completion of the Doctor of Physical Therapy Program, graduates are expected to be able to:

1. Become practitioners with the educational and clinical foundation needed to provide physical therapy services in all areas of practice and all physical therapy settings.
2. Apply critical thinking skills for independent judgment, clinical problem solving, leadership, and autonomous practice.
3. Demonstrate dedication to healthcare and community service by identifying and contributing effective solutions to the major emergent health issues of society and apply skills to meet other community needs.
4. Apply scientific research and other forms of best evidence in the practice of physical therapy.
5. Exhibit sensitivity to cultural and social diversity.
6. Assume leadership positions in the healthcare delivery system, participate in local, state, and national professional organizations, and provide service to local communities.

7. Sustain continued professional development through lifelong learning activities.
8. Demonstrate professionalism during interactions with others.
9. Address prevention, wellness, and health promotion needs of individuals, groups, and communities in primary, secondary, and tertiary settings.
10. Enhance the breadth and depth of clinical education of future physical therapy students.

These objectives are accomplished through:

1. A curriculum model based on a conceptual framework of educational theory and practice with a spiraled approach in curricular design.
2. Correlation of events and problems that is experienced sequentially within the didactic curriculum and later through clinical experiences.
3. A strong content foundation in the physical, clinical, and behavioral sciences.
4. Critically applying scientific research and other forms of best evidence to improve practice and contribute to the body of knowledge.
5. Educational opportunities and activities that will enhance physical therapy services to underserved communities.
6. An educational environment that will emphasize leadership skills, professional and community service.
7. Acquiring information through clinical or basic science research.
8. Peer assessments, feedback and reflective communication skills.
9. A sequence of simulated and actual clinical experiences across the curriculum.
10. Opportunities for teamwork, delegation, supervision and teaching.

ADMISSIONS

The College of Health Sciences Physical Therapy Program considers for admission those students who possess the academic and professional promise necessary for development as competent, caring members of the healthcare community. The Doctor of Physical Therapy Program is open on a competitive admissions basis to applicants having bachelor's degrees in any field but who have not completed an accredited physical therapy program. To select these candidates, a competitive admissions framework has been established. Within this competitive admissions framework, multiple criteria are used to select the most qualified candidates from an applicant pool that exceeds the number of seats available. The Physical Therapy Program uses the Centralized Application Service for Physical Therapy Schools (PTCAS). The Physical Therapy Program operates on a rolling admissions basis, with completed applications reviewed throughout the admissions cycle to determine the applicant's eligibility for an interview. Interviews are typically

conducted during the winter or spring. Admission decisions are generally made within one month of the interview.

Admission Requirements

Students seeking admission to the Physical Therapy Program must submit the following documented evidence:

1. Completion of a bachelor's degree from a regionally accredited college or university.
2. Minimum cumulative grade point average (GPA) of 3.0 and a minimum science GPA of 2.9 on a 4.0 scale.
3. Completion of prerequisite courses totaling 46 semester/66 quarter credits as listed below from a regionally accredited college or university.
 - Grades of C or better (grades of C- are NOT acceptable) in each course.
4. Graduate Record Examination (GRE) general test scores using the Midwestern University institution code of 7600.
 - The test must have been taken no more than five years prior to the planned enrollment year.
 - For more information about the GRE, contact Educational Testing Services (ETS) at 609/771-7670 or 1-866-473-4373 or visit www.gre.org
5. Demonstration of a people or service orientation through community service or extracurricular activities.
6. Motivation for and commitment to healthcare as demonstrated by previous work, volunteer work, or other life experiences.
7. Oral and written communication skills necessary to interact with patients and colleagues.
8. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
9. Passage of the Midwestern University criminal background check.
10. Provision of additional documentation needed to meet specific Program requirements.
11. It is required that applicants complete a minimum of 60 hours of observation in a physical therapy clinic in at least two practice environments that include both in-patient and out-patient settings.

Prerequisite Courses

| <i>Science Courses:</i> | <i>Sem. Hrs.</i> | <i>Qtr. Hrs.</i> |
|-------------------------------------------------------------------------------------------------------|------------------|------------------|
| Biology with lab | 4 | 6 |
| Vertebrate Anatomy with lab | 3 | 4 |
| Physiology | 3 | 4 |
| General Chemistry with lab | 4 | 6 |
| General Physics with lab | 8 | 12 |
| <i>General Courses:</i> | | |
| Math (college algebra or above) | 3 | 4 |
| Statistics (should include inferential statistics) | 3 | 4 |
| English—must include at least one composition course (oral communication/public speaking recommended) | 9 | 13 |
| Social & Behavioral Sciences (including at least one psychology course) | 9 | 13 |

Application Process and Deadlines

To be considered for admission to the Physical Therapy Program, applicants must submit the following to Midwestern University Office of Admissions.

1. PTCAS Application

Applicants are required to submit their applications to PTCAS at <http://www.ptcas.org> by February 15th. Please refer to the PTCAS application instructions for specific details about completing the application, required documents, and processing time. The PTCAS application should be available for applicants during the summer months. Due to the large number of applications and the limited number of seats available, applicants are strongly encouraged to complete their PTCAS application by December 15th. Midwestern University operates on a rolling admissions basis where applications are reviewed throughout the admissions cycle.

2. Letters of Recommendation

Applicants are required to submit a minimum of two letters of recommendation from professionals directly to PTCAS. It is preferred that one letter is written by a licensed physical therapist. The other letter can be written by any one of the following: prehealth advisory committee, prehealth advisor, or a college professor who knows the applicant well. The applicant should refer to the PTCAS application instructions for specific

guidelines and requirements for submitting letters of recommendation.

3. GRE scores

Applicants are required to submit official GRE general test scores directly to Midwestern University. The MWU institutional code for submitting scores is 7600. Only test scores earned during the previous five years and sent directly from the Educational Testing Service (ETS) will be accepted. The Office of Admissions must receive official GRE scores no later than February 15th.

4. Completed Applications

The Office of Admissions will send letters verifying receipt of PTCAS applications with all required materials to all applicants who meet the minimum cumulative GPA requirement of 3.0. The letters will also include instructions on checking the status of the required application materials online. All applicants must also submit official GRE general test scores to Midwestern University to complete their applications. Applicants are responsible for tracking the receipt of their application materials and ensuring the submission of all required documents. Only applicants who submit completed applications with all required application materials by February 15th will be considered for potential entrance into the Program.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via e-mail, fax, or letter to:

Office of Admissions
Midwestern University
19955 N. 59th Avenue
Glendale, AZ 85308
888/247-9277 or 623/572-3215
admissaz@midwestern.edu

Interview and Selection Process

When applicants are considered eligible for interviews after review of their completed admissions files, they are notified of available interview dates and invited by the Office of Admissions to schedule an on-campus interview. A typical interview day involves participation in the following activities, which are coordinated by the Office of Admissions: an interview with at least two interviewers, lunch with current Midwestern University students, a campus tour, and an opportunity to meet with an admissions counselor and a representative from the financial aid office. During interview sessions, the interviewer questions applicants about their academic, personal, and professional aspirations and preparedness for admission to the Program. Each interviewer rates prospective students on a standardized evaluation form. These evaluations are included in the applicant files provided to the Physical Therapy Admissions Committee. The Physical Therapy Admissions Committee meets periodically

to review the files of applicants who have been interviewed. The Committee reviews the full application files for interviewed applicants and then formulates and submits recommendations to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants in writing of admission decisions.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the college.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks (for example, the Physical Therapy Program requires a candidate to be able to move at least 50 pounds vertically and horizontally).
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion,

integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College (/Program) would need to make that would allow the candidate to complete the curriculum. The College (/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

Students who receive either denial or end-of-cycle letters may reapply for the following year's admissions cycle. Before reapplying, individuals contemplating reapplication should seek the advice of an admissions counselor.

To initiate the reapplication process, prospective students must complete and submit new applications and proceed through the standard application process.

Transfer Process

The Physical Therapy Program does not accept transfer students.

EVALUATION OF STUDENT PERFORMANCE

Students in the Doctor of Physical Therapy Program are formally evaluated at appropriate intervals during the curriculum to assess and document satisfactory achievement of learning objectives and prescribed competencies. These evaluations occur on a regular basis at scheduled times during each course. Depending on the learning and competency outcomes objectives, these evaluations are designed to assess the level of knowledge, problem solving skills, psychomotor and clinical competencies and behavioral performances of students during each course and/or clinical experience. Students are graded on a numerical/alphabetical system using a standard grading scale, which is published in the College of Health Sciences section of the Midwestern University catalog. Students will be required to participate in competency-based evaluations at various intervals throughout their curriculum.

Evaluation of clinical skills occurs throughout various stages of the curriculum and includes progressive assessments

performed in academic courses using simulated situations and patients. Evaluations of student performance during the clinical experiences will be formal and will use established criteria developed by physical therapy clinical and academic educators.

GRADUATION REQUIREMENTS

To qualify for the degree Doctor of Physical Therapy (D.P.T.), students must:

1. Satisfactorily complete all courses with a minimum cumulative grade point average of 2.75.
2. Satisfactorily complete the required minimum of 170.5 quarter credit hours in the curriculum.
3. Receive a favorable recommendation for doctoral degree conferral from the Physical Therapy Academic Review Committee and the CHS Student Promotion and Graduation Committee.
4. Receive a favorable recommendation for doctoral degree conferral from the University Faculty Senate.
5. Settle all financial accounts with the institution.
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS

After graduating from an accredited physical therapist education program, a student must pass a national examination and meet licensure requirements of the state in which he or she wishes to practice. Graduation and degree conferral do not guarantee passing the national examination or passing the licensure requirements of the state.

CURRICULUM

The first academic year of the professional doctoral curriculum is four-quarters consisting of 60.5 required course credits (quarter hours). The second academic year of the curriculum is four-quarters consisting of 58 required course credits, including 480 clock-hours of clinical education. The third academic year of the curriculum is four-quarters consisting of 52 required course credits which includes two clinical experiences for a total of 960 clock-hours of clinical education. Certification by the American Heart Association in Basic Life Support (BLS) for Health Care Providers is required prior to any participation in clinical education/clinical observation. Clinical experiences take place in various facilities located throughout the continental United States that have a legal agreement with the University.

The Class of 2018 will take PTHEG 1757 Prosthetics/Orthotics (3 credits) during summer quarter 2017. PTHEG 1749 Management and Reimbursement in Healthcare Systems (3 credits) will be offered in summer quarter 2018. The remainder of the adjusted Year 3 curriculum will apply to the Class of 2018.

The MWU/CHS Physical Therapy Program reserves the right to alter its curriculum however and whenever it deems appropriate. This catalog does not establish a contractual relationship between Midwestern University and the student.

Total Quarter Credits in the Professional Program: 170.5

First Professional Year:

Total Quarter Credit Hours Required: 60.5

Summer Quarter

| | | | |
|-------|------|-------------------------------------------------------|---|
| ANATG | 1551 | Human Anatomy and Embryology (with Gross Anatomy Lab) | 7 |
| PTHEG | 1504 | Foundations of Rehabilitation | 5 |
| PTHEG | 1511 | Introduction to the Profession of Physical Therapy | 3 |

Total 15

Fall Quarter

| | | | |
|-------|-------|------------------------------|-----|
| COREG | 1560K | Interprofessional Healthcare | 0.5 |
| PHYSG | 1574 | Human Physiology I | 4 |
| PTHEG | 1519 | Musculoskeletal Pathology | 3 |
| PTHEG | 1574 | Physical Therapy Evaluation | 3 |
| PTHEG | 1580 | Kinesiology/Biomechanics I | 4 |

Total 14.5

Winter Quarter

| | | | |
|-------|-------|--------------------------------|-----|
| COREG | 1570K | Interprofessional Healthcare | 0.5 |
| PTHEG | 1541 | Neuromuscular Rehabilitation I | 6 |
| PTHEG | 1581 | Kinesiology/Biomechanics II | 4 |
| PTHEG | 1592 | Acute Care Rehabilitation | 4 |

Total 14.5

Spring Quarter

| | | | |
|-------|-------|----------------------------------|-----|
| COREG | 1580K | Interprofessional Healthcare | 0.5 |
| PTHEG | 1531 | Evidence-Based Practice I | 3 |
| PTHEG | 1540 | Biopsychosocial Issues | 3 |
| PTHEG | 1542 | Neuromuscular Rehabilitation II | 5 |
| PTHEG | 1561 | Musculoskeletal Rehabilitation I | 5 |

Total 16.5

Second Professional Year:

Total Quarter Credit Hours Required: 58

| | | | |
|--------------------------------------|------|---------------------------------------------------|--------------|
| Summer Quarter | | | |
| PTHEG | 1606 | Cardiopulmonary Rehabilitation | 5 |
| PTHEG | 1610 | Clinical Competency Assessment I | 3 |
| PTHEG | 1636 | Physical Agents | 4 |
| PTHEG | 1661 | Musculoskeletal Rehabilitation II | 5 |
| Total | | | 17 |
| Fall Quarter | | | |
| PTHEG | 1698 | Full Time Clinical Experience | 12 |
| Total | | | 12 |
| Winter Quarter | | | |
| PHYSG | 1685 | Human Physiology II | 4 |
| PTHEG | 1642 | Pediatric Rehabilitation | 4 |
| PTHEG | 1652 | Physical Therapy Roles and Professional Issues | 4 |
| PTHEG | 1662 | Orthotics | 2 |
| Total | | | 14 |
| Spring Quarter | | | |
| PTHEG | 1632 | Clinical Conditions and Differential Screening | 4 |
| PTHEG | 1664 | Prosthetics | 3 |
| PTHEG | 1672 | Integumentary Rehabilitation | 4 |
| PTHEG | 1682 | Geriatric Rehabilitation | 4 |
| Total | | | 15-16 |
| Third Professional Year: | | | |
| Total Quarter Credit Hours Required: | | | 52 |
| Summer Quarter | | | |
| PTHEG | 1710 | Clinical Competency Assessment II | 3 |
| PTHEG | 1725 | Health Promotion and Wellness in Physical Therapy | 3 |
| PTHEG | 1757 | Prosthetics/Orthotics | 3 |
| PTHEG | 1761 | Musculoskeletal Rehabilitation III | 4 |
| Total | | | 13 |
| Fall Quarter | | | |

| | | | |
|-----------------------|------|----------------------------------------------------|-----------|
| PTHEG | 1704 | Clinical Decision Making in Complex Cases | 3 |
| PTHEG | 1743 | Neuromuscular Rehabilitation III | 5 |
| PTHEG | 1751 | Physical Therapy Management of Special Populations | 2 |
| PTHEG | 1778 | Administration in Healthcare Systems | 3 |
| Total | | | 13 |
| Winter Quarter | | | |
| PTHEG | 1796 | Clinical Internship 1 | 12 |
| Total | | | 12 |
| Spring Quarter | | | |
| PTHEG | 1733 | Evidence-Based Practice II | 2 |
| PTHEG | 1797 | Clinical Internship 2 | 12 |
| Total | | | 14 |

CORE COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed for a course description, it is implied that there is no prerequisite.

ANATG 1551 Human Anatomy and Embryology (with Gross Anatomy Lab)

This course presents the anatomy of the human body and relevant embryological development in a lecture and laboratory format. The emphasis is on the relationship of form and function and the use of anatomy in physical diagnosis. Laboratory sessions include dissection of human cadavers. Student progress is evaluated through written and practical examination.
7 credits

COREG 1560K, 1570K, 1580K Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.
Each course 0.5 credits

PHYSG 1574 Human Physiology I

In this two-quarter series, students are introduced through didactic instruction and clinical case sessions to the basic physiologic principles that underline the normal function of the various organs and organ systems. These core principles provide the foundation through which the student develops an understanding of health in physiologic terms and appreciation of diverse regulatory processes that maintain the homeostasis of the human body.

4 credits

PHYSG 1685 Human Physiology II

In this two-quarter series, students are introduced through didactic instruction and clinical case sessions to the basic physiologic principles that underline the normal function of the various organs and organ systems. These core principles provide the foundation through which the student develops an understanding of health in physiologic terms and appreciation of diverse regulatory processes that maintain the homeostasis of the human body.

4 credits

PTHEG 1504 Foundations of Rehabilitation

This course will introduce the students to the foundational concepts used in physical therapy. The Physical Stress Theory and Staging for Rehabilitation will be introduced as a framework for clinical decision making. The theory and application of therapeutic exercise will be studied and applied to the practice of physical therapy. Students will study the structure, function, mechanical properties and repair tissues of the body. The concepts of pharmacokinetics and pharmacodynamics of drugs will be discussed.

5 credits

PTHEG 1511 Introduction to the Profession of Physical Therapy

This course explores professionalism in physical therapy practice. Students will gain knowledge about the attributes of a profession, professional association positions and policies, principles of ethics, ethical codes, benefits of professional association membership, and professional development. Students will explore the role of the healthcare professional in education and learn goal setting, writing behavioral objectives and determining instructional strategies.

3 credits

PTHEG 1519 Musculoskeletal Pathology

Students are introduced to the general pathology, pathophysiology, epidemiology and clinical signs and symptoms of both acquired and hereditary musculoskeletal pathologies and disorders. Diagnostic imaging, laboratory values and medical and pharmaceutical management will be reviewed. Evidenced based evaluation and treatment strategies for both conservative and post-surgical physical

therapy management will be emphasized. Case studies for classroom and group discussions will facilitate learning and encourage clinical reasoning and decision making.

3 credits

Prerequisites: PTHEG 1504 Foundations of Rehabilitation; ANATG 1551 Human Anatomy and Embryology

PTHEG 1531 Evidence-Based Practice I

This course is designed to provide students with foundational knowledge and skills needed to provide evidence-based patient care. This course covers research ethics, study design, formulation of research questions and hypotheses, types of data, sampling methodology, statistics, measurement, variables, and interpretation of research findings. An introduction to the five steps of the evidence-based practice process is presented in this course.

3 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation; PTHEG 1592 Acute Care Rehabilitation; PTHEG 1541 Neuromuscular Rehabilitation I

PTHEG 1540 Biopsychosocial Issues

This course fosters self-reflection via journaling, and prepares students to recognize and respond with sensitivity to the biopsychosocial needs of patients, families, and others during professional interactions. Students learn about psychological and psychiatric conditions that may impact patient management. Students visit a local memory care center for improved patient communication. Interprofessional education takes place via Health Outreach through Medicine & Education (HOME), which is an opportunity for students to provide care and gain cultural competence at a local homeless shelter. Students also attend a local support group meeting and participate in the interactive, patient panel for overall improved awareness of self and others.

3 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation

PTHEG 1541 Neuromuscular Rehabilitation I

This course addresses the neuroscience of the human nervous system with emphasis on neuroanatomy and physiology, pathological conditions, basic pharmacotherapeutic management, basic diagnostic imaging, and physical therapy examination of human nervous system function. Students will correlate nervous system lesions with neurological deficits/dysfunction seen in clinical practice as illustrated with neurological examination results.

6 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation; ANATG 1551 Human Anatomy and Embryology; PHYSG 1574 Human Physiology I

PTHEG 1542 Neuromuscular Rehabilitation II

This course addresses the pathology, prognoses, pharmacotherapeutics, examination and evaluation of body structure and function impairments, activity limitations, and participation restrictions for individuals experiencing stroke, multiple sclerosis, Parkinson's Disease and parkinsonisms. Students are presented standardized examination tools, outcome measures, movement analysis strategies, and motor learning principles. Appropriate intervention strategies and tactics will be presented, as well as intervention progression. 5 credits

Prerequisites: PTHEG 1541 Neuromuscular Rehabilitation I

PTHEG 1561 Musculoskeletal Rehabilitation I

This course introduces evidenced based evaluation and treatment methods for pathologies of the cervical and thoracic spine and upper extremity. Pharmacological and non-pharmacological medical management of musculoskeletal disorders will be covered. The process of patient evaluation will extend to include physical therapy and differential diagnosis for musculoskeletal disorders, the identification of impairments and functional limitations, staging for rehabilitation, intervention planning, and the generation of short and long-term goals. 5 credits

Prerequisites: PTHEG 1519 Musculoskeletal Pathology; PTHEG 1574 Physical Therapy Evaluation; PTHEG 1581 Kinesiology/Biomechanics II

PTHEG 1574 Physical Therapy Evaluation

This course introduces theoretical frameworks for clinical problem solving and develops students' ability to address a patient's primary concerns at the level of the whole person. Components of the International Classification of Functioning Disability and Health (ICF), and Patient-Client Management models are used to gather patient history to formulate hypotheses. Students will learn to use all steps of the patient/management process which includes identifying problems, determining diagnosis and prognosis, implementing the plan of care, re-examination of the patient, and evaluation of treatment outcomes. 3 credits

Prerequisites: PTHEG 1504 Foundations of Rehabilitation; ANATG 1551 Human Anatomy and Embryology

PTHEG 1580 Kinesiology/Biomechanics I

Physical therapists must understand the biomechanics of normal movement and the pathomechanics of the musculoskeletal system in order to prevent, evaluate, and recommend appropriate intervention for patients with movement dysfunction. Course content includes biomechanical principles and the structure and function of the upper quadrant joints. Students will assess the static posture and movement patterns of all joints in the upper

quadrant, measure range of motion at each of the joints and test the strength of the muscles surrounding the joint.

4 credits

Prerequisites: PTHEG 1504 Foundations of Rehabilitation; ANATG 1551 Human Anatomy and Embryology

PTHEG 1581 Kinesiology/Biomechanics II

This course is a continuation of Kinesiology/Biomechanics I. Students will apply biomechanical principles to the structure and function of joints of the lower quadrant. The biomechanical principles of gait and posture will be presented, and students will learn to identify normal and abnormal posture and gait. Students will assess the static posture and movement patterns of all joints in the lower quadrant and will measure range of motion at each of the joints and test the strength of the muscles surrounding the joint.

4 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation; PTHEG 1580 Kinesiology/Biomechanics I

PTHEG 1592 Acute Care Rehabilitation

Students will be introduced to and learn the basic concepts of physical therapy evaluation and intervention in the acute care setting. Topics include: special considerations for subjective history, examination, intervention planning, goal setting, and discharge planning in the acute care setting. Students will learn the role of lab values and pharmacology in patient interventions. They will learn to assess basic mobility and then prescribe assistive devices and/or transfer techniques as appropriate, and will learn the importance of infection control and how to adhere to standard and transmission based precautions.

4 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation; PHYSG 1574 Human Physiology I

PTHEG 1606 Cardiopulmonary Rehabilitation

This course provides students with knowledge and skills to evaluate and treat clients with cardiopulmonary disorders. Cardiopulmonary pathology and pathophysiology, pharmacotherapeutics and other medical management of the cardiopulmonary system are presented. The effect of exercise on the cardiopulmonary system, exercise prescription, and indications for physical therapy are discussed. Students will integrate this information to formulate individualized plans for management of patients with cardiopulmonary disorders. 5 credits

Prerequisites: PTHEG 1592 Acute Care Rehabilitation; PHYSG 1574 Human Physiology I

PTHEG 1610 Clinical Competency Assessment I

Clinical Competency Assessment I is the first of two courses to assess student preparation for clinical practice. Prior to the

student's first full time supervised clinical experience, student skills in communication, time management, patient evaluation, infection control/standard precautions, and mobility training in a simulated physical therapy practice environment with simulated patients are evaluated. Content will cover jurisdictional law and self-assessment skills.

3 credits

Prerequisites: Satisfactory completion of all coursework in the first professional year

PTHEG 1632 Clinical Conditions and Differential Screening

This course provides a comprehensive overview of the pathophysiology, epidemiology and clinical signs and symptoms associated with disorders of the various bodily systems and the musculoskeletal pathologies that manifest from them. The implications for physical therapy, medical management and pharmaceutical interventions of these disorders will be discussed. Students will apply clinical reasoning and the latest research and evidence to differentiate disorders that originate within the neuro-musculoskeletal system, in addition to screening for serious pathology.

4 credits

Prerequisites: PTHEG 1661 Musculoskeletal Rehabilitation II; PHYSG 1685 Human Physiology II

PTHEG 1636 Physical Agents

This course addresses theoretical principles of underlying physiological changes that occur in response to the application of thermal, mechanical, electromagnetic and electrotherapeutic agents. Students will learn the clinical indications for each physical agent. Students will develop skills in effective application, will study the normal and abnormal responses of tissue following application and be able to identify any precautions and contraindications.

4 credits

Prerequisites: PTHEG 1581 Kinesiology/Biomechanics II; PHYSG 1574 Human Physiology I

PTHEG 1642 Pediatric Rehabilitation

This course introduces principles of physical therapy practice applied to the pediatric population. Students will learn clinical decision making skills for the examination/evaluation process. The course also consists of evidence-based intervention strategies, including how to evaluate and implement use of adaptive equipment and orthotic devices. Students will learn about the practice of pediatric physical therapy in a variety of settings, such as the neonatal intensive care unit, educational settings, acute care, home care and outpatient clinics.

4 credits

Prerequisites: PTHEG 1542 Neuromuscular Rehabilitation II

PTHEG 1652 Physical Therapy Roles and Professional Issues

This course explores a variety of professional issues highlighting the five roles of the physical therapist (PT) and the principles and structure of the healthcare delivery system. Relevant issues in PT practice and health policy are discussed, analyzed, and debated. Concepts of access, cost, and quality in addition to healthcare regulation, legislative processes, and third party payer concepts are explored. Privacy, consent, and discrimination laws as well as ethical principles will be applied to professional scenarios.

4 credits

Prerequisites: PTHEG 1511 Introduction to the Profession of Physical Therapy; PTHEG 1698 Full Time Clinical Experience

PTHEG 1661 Musculoskeletal Rehabilitation II

This course introduces evidenced based evaluation and treatment methods for pathologies of the lumbar spine, pelvis, and lower extremities. Pharmacological and non-pharmacological medical management of musculoskeletal disorders will be covered. The process of patient evaluation will be extended to include physical therapy and differential diagnosis for musculoskeletal disorders, the identification of impairments and functional limitations, staging for rehabilitation, intervention planning, and the generation of short and long term goals.

5 credits

Prerequisites: PTHEG 1561 Musculoskeletal Rehabilitation I

PTHEG 1662 Orthotics

This course introduces students to the use of orthoses for the upper extremity, lower extremity, and spine. Students will recognize impairments, functional activity limitations, and participation restrictions that may be improved with an orthosis. Description of how orthotics are fabricated and used to improve function as a result of impairment will be presented. Course material will address components of orthotics, materials used in fabrication of orthotics, design, fitting, alignment, prescription, and training as related to therapy patient management.

2 credits

Prerequisites: PTHEG 1542 Neuromuscular Rehabilitation II; PTHEG 1581 Kinesiology/Biomechanics II; PTHEG 1661 Musculoskeletal Rehabilitation II

PTHEG 1664 Prosthetics

This course introduces students to the use of upper and lower extremity prosthetics. Students will recognize impairments, functional activity limitations, and participation restrictions that may be improved with prosthetic device. Components, materials, design, fitting, alignment, prescription, training, and total patient management are discussed. Emphasis is placed on lower extremity prostheses, development of basic analytical and psychomotor skills for evaluating prosthetic

components, environments, and patient activities to enhance function.

3 credits

Prerequisites: PTHEG 1542 Neuromuscular Rehabilitation II; PTHEG 1581 Kinesiology/Biomechanics II; PTHEG 1661 Musculoskeletal Rehabilitation II; PTHEG 1662 Orthotics

PTHEG 1672 Integumentary Rehabilitation

This course will explore the response of the integumentary system to disease, injury, and aging. The pathophysiology of integumentary diseases/conditions as well as the pharmacological and non-pharmacological medical management of these conditions will be covered. Emphasis will be on the evaluation and physical therapy interventions for wound management, burn rehabilitation, and rehabilitation of persons with acute/chronic integument conditions.

4 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation; PTHEG 1636 Physical Agents

PTHEG 1682 Geriatric Rehabilitation

This course will focus on physical therapy management of well and medically complex older adults incorporating evidence-based practice and knowledge of lifespan development into clinical decision making. Emphasis is placed on the selection of screening, examination, and outcome measurement tools, determination of medical necessity and prognosis, case management, and plan of care development. Additional emphasis is placed on health promotion and safety, differentiating normal and abnormal aging, interprofessional communication, and the selection, progression, and modification of interventions.

4 credits

Prerequisites: COREG 1580K Interprofessional Healthcare; PTHEG 1542 Neuromuscular Rehabilitation II; PTHEG 1606 Cardiopulmonary Rehabilitation; PTHEG 1661 Musculoskeletal Rehabilitation II; PTHEG 1652 Physical Therapy Roles and Professional Issues; PTHEG 1698 Full Time Clinical Experience.

PTHEG 1698 Full Time Clinical Experience

Upon completion of all coursework through summer quarter of the second professional year, students participate in twelve weeks of full-time, supervised clinical practice in the clinical environment. Students perform patient examination, evaluation and interpretation of examination results, determine a physical therapy diagnosis and prognosis, design and safely implement a plan of care, and evaluate patient outcomes. Students will also practice a variety of skills critical to professional development. Minimum GPA requirements apply.

12 credits

PTHEG 1704 Clinical Decision Making in Complex Cases

This course reinforces and enhances clinical decision-making skills for complex patient cases. The Patient-Client Management and International Classification of Functioning, Disability and Health Models are used to address patients with complex multisystem impairments. Students refine their ability to self-assess, formulate hypotheses, select outcome measurement tools, and structure a physical examination from subjective interview data. Learners evaluate objective examination findings to determine a plan for patient management.

3 credits

Prerequisites: PTHEG 1606 Cardiopulmonary Rehabilitation; PTHEG 1632 Clinical Conditions and Differential Screening; PTHEG 1672 Integumentary Rehabilitation; PTHEG 1682 Geriatric Rehabilitation; PTHEG 1761 Musculoskeletal Rehabilitation III

PTHEG 1710 Clinical Competency Assessment II

Clinical Competency Assessment II is the second of two courses assessing student preparation for clinical practice. Prior to twelve weeks of full-time supervised clinical practice in a healthcare environment, student skills in patient management, safety, professional behavior, communication, clinical reasoning, and documentation related to a simulated patient encounter are evaluated.

3 credits

Prerequisites: Satisfactory completion of all coursework in the first and second professional years

PTHEG 1725 Health Promotion and Wellness in Physical Therapy

Physical therapists have a role in the prevention of disease and injury as well as promotion of health and wellness to individuals and communities. In this course students will use their ability to identify risk factors for disease and illness in patients and communities and design strategies to reduce risk or the negative effects of a disease or injury. This class will also include exercise testing and prescription for health promotion and injury prevention. A community service project will be included in this course.

3 credits

Prerequisites: PTHEG 1606 Cardiopulmonary Rehabilitation; PTHEG 1682 Geriatric Rehabilitation

PTHEG 1733 Evidence-Based Practice II

Students will select a patient case from one of the final clinical education experiences (PTHEG 1796 or 1797) and create an abstract, written case report, and professional poster based on the patient case. Students will display the poster during an on-campus poster session. This capstone assignment will represent student's application of the evidence-based practice process for an individual patient. This project will demonstrate the student's ability to ask

relevant clinical questions, identify and appraise the existing literature, integrate the literature with the patient's circumstances, preferences, and values, evaluate the result, and disseminate the information in a professional manner.

2 credits

Prerequisites: PTHEG 1531 Evidence-Based Practice I; concurrent enrollment in PTHEG 1797 Clinical Internship II

PTHEG 1743 Neuromuscular Rehabilitation III

Course addresses the pathology, pharmacotherapeutics, examination and evaluation of body structure and function impairments, activity limitations, and participation restrictions for individuals experiencing spinal cord injury, traumatic brain injury, vestibular dysfunction, and cerebellar dysfunction. Students are presented standardized examination tools, outcome measures, and appropriate intervention strategies, tactics, and progression.

5 credits

Prerequisites: PTHEG 1542 Neuromuscular Rehabilitation II

PTHEG 1751 Physical Therapy Management of Special Populations

Physical therapists must understand the unique circumstances that are created by certain pathologies. In this course, students learn considerations for the medical management and physical therapy evaluation and treatment for special populations such as: individuals with cancer, lymphedema, pelvic floor dysfunction, fibromyalgia, complex regional pain syndrome, and chronic disabilities. Pharmacological interventions and their implications in these pathologies and physical therapy will be discussed.

2 credits

Prerequisites: PTHEG 1574 Physical Therapy Evaluation; PTHEG 1581 Kinesiology/Biomechanics II; PTHEG 1632 Clinical Conditions and Differential Screening; PHYSG 1685 Human Physiology II

PTHEG 1757 Prosthetics/Orthotics

This course introduces students to the need for and use of upper and lower extremity prosthetics and orthotics. Components, materials, design, fitting, alignment, prescription, training, and total patient management are discussed. Emphasis is placed on lower extremity prostheses. The use of orthoses for the upper extremity, lower extremity, and spine are also introduced. Course material will address components of orthotics, materials used in fabrication of orthotics, design, fitting, alignment, prescription, and training as related to physical therapy patient management.

3 credits

Prerequisites: PTHEG 1542 Neuromuscular Rehabilitation II; PTHEG 1581 Kinesiology/Biomechanics II; PTHEG 1661 Musculoskeletal Rehabilitation II; PTHEG 1632

Clinical Conditions and Differential Screening; PTHEG 1672 Integumentary Rehabilitation

PTHEG 1761 Musculoskeletal Rehabilitation III

Students will utilize the treatment-based classification system (TBC), other models of patient management and the latest evidence to guide clinical decision making for patients with spinal complaints. Students will enhance their skills of spinal assessment and apply manual interventions including high velocity low amplitude thrust manipulation and soft and neural tissue and mobilization. Examination of cadaver projections will be utilized to enhance student's knowledge and understanding of related pathologies. Principles and components of workplace ergonomics and Functional Capacity evaluations will be reviewed.

4 credits

Prerequisites: PTHEG 1661 Musculoskeletal Rehabilitation II

PTHEG 1778 Administration in Healthcare Systems

Today's healthcare environment requires the business acumen to plan, organize, and manage human, technical, environmental, and financial resources effectively and efficiently. Students will have the opportunity to perform community needs analyses, and create a business proposal for a pro-bono service, new rehabilitation service line, or business. Employment and contract law, organizational management, feasibility studies and strategic planning, marketing, consulting, and business ethics will be explored.

3 credits

Prerequisites: PTHEG 1652 Physical Therapy Roles and Professional Issues; PTHEG 1649 Management and Reimbursement in Physical Therapy Systems; PTHEG 1698 Full Time Clinical Experience

PTHEG 1796 Clinical Internship 1

Upon completion of all coursework through fall quarter of the third professional year, students participate in twelve weeks of full-time, supervised clinical practice to refine patient/client management skills and professional behaviors. Students apply the process of clinical problem solving in the evaluation and treatment of patients/clients, display appropriate professional attitudes and behaviors, and effectively integrate current research into the clinical decision making process. Minimum GPA requirements apply.

12 credits

PTHEG 1797 Clinical Internship 2

Upon completion of all coursework through winter quarter of the third professional year, students participate in twelve weeks of full-time, supervised clinical practice to refine patient/client management skills and professional behaviors. Students apply the process of clinical problem solving in the evaluation and treatment of patients/clients, display

appropriate professional attitudes and behaviors, and effectively integrate current research into the clinical decision making process. Minimum GPA requirements apply.
12 credits

ELECTIVE COURSE DESCRIPTION

PTHEG 1301 Research Elective I

In this elective course, students have the opportunity to assist physical therapy faculty with research projects pertaining to the faculty member's research agenda. Students obtain individual faculty member approval to assist with research prior to enrollment in this course.

1 credit

Prerequisites: PTHEG 1531 Evidence-Based Practice I

PTHEG 1302 Research Elective II

Students who have successfully completed PTHE 1301 Research Elective I may have the opportunity to continue working on a research project with a physical therapy faculty member. Students obtain individual faculty member approval to assist with research prior to enrollment in this course.

1 credit

Prerequisites: PTHEG 1301 Research Elective I

PTHEG 1303 The Role of Physical Therapy in Global One Health

This course is designed to provide students with an opportunity to explore the area of global health. Students will attend seminars and be provided a recommended reading list to learn more about topics such as determinants of health, health disparities, and the ethics of clinical service abroad. The course culminates in a week long international experience where students will be able to apply skills such as clinical reasoning, interventions, communication, and cultural competency to individuals in underserved areas.

1 credit

Prerequisites: Permission of Instructor

PTHEG 1310 Independent Study

This course is designed to facilitate additional didactic or clinical endeavors related to a specific component of physical therapy theory and/or practice. Course content, assignments and learning outcomes are developed in collaboration with the faculty mentor and the student. The Program Director must approve the plan. Course credit is variable depending on the scope of work to be accomplished.

1-6 credits

Prerequisites: Permission of the Course Director

STUDENT ACADEMIC POLICIES

Academic Progress

The academic standing of a student is determined by the student's cumulative grade point average. To progress to the next quarter, a student must satisfactorily complete all didactic courses and academic requirements for the preceding quarter.

FACULTY

Debbie Bierwas, PT, D.P.T., DHSc

A.T. Still University

Director of Clinical Education and Assistant Professor

Mia Erickson, PT, EdD, CHT, ATC

West Virginia University

Associate Professor

Najmeh Hoseini, PT, Ph.D.

Indiana University Bloomington

Assistant Professor

David J. Lorello, PT, D.P.T.

University of Minnesota

Assistant Professor

Robert Nithman, PT, D.P.T., GCS, COS-C

Duquesne University

Associate Professor

Suzanne O'Neal, PT, D.P.T., NCS

Northern Arizona University

Assistant Professor

Gretchen Roman, PT, D.P.T., OCS

MGH Institute of Health Professions

Assistant Professor

Byron E. Russell, PT, Ph.D.

Texas Woman's University

Director and Associate Professor

Jodi Thomas, PT, D.P.T., PCS

Duke University

Assistant Director of Clinical Education and Assistant

Professor

Kimberly Varnado, PT, D.P.T., OCS, FAAOMPT

Indiana University

Assistant Professor

Judy Woehrle, PT, Ph.D., OCS

St. Louis University

Professor

SPEECH-LANGUAGE PATHOLOGY PROGRAM

MISSION

For more information on the MWU Speech-Language Institute, see link below.

Speech-Language Pathology Program

The Midwestern University Speech-Language Pathology (SLP) Program is dedicated to the professional development of speech-language pathologists to work in a variety of healthcare and educational settings. As clinical scientists, they will serve the communication and swallowing needs of individuals across the lifespan through responsive, compassionate, ethical, and evidence-based practice.

The Midwestern University Speech-Language Institute is dedicated to the dual missions of providing exceptional educational experiences for SLP students and outstanding service to the community. Faculty and student clinicians will evaluate and treat the communication and swallowing needs of children and adults who seek their services, upholding the highest standards of clinical practice. They shall commit themselves to the care of their clients and their families, continually striving for optimal communication and swallowing outcomes. They shall advocate for their clients' rights to effective communication and quality of life. They will exemplify the best standards of the healthcare and educational professions.

For more information on the MWU Speech-Language Institute, see link below.

Speech-Language Institute - www.mwuclinics.com/az/sp

VISION

We seek to transform outstanding students into clinical scientists who dedicate themselves to the highest standards of the profession of speech-language pathology. They will execute the full scope of clinical practice on behalf of individuals with communication and swallowing disorders.

ACCREDITATION

The master's program in Speech-Language Pathology at Midwestern University, Glendale, Arizona campus, 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 (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800/498-2071 or 301/296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Midwestern University is accredited by The Higher Learning Commission/A Commission of the North Central Association of Colleges and Schools (HLC/NCA), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

DEGREE DESCRIPTION

The Speech-Language Pathology Program provides academic and clinical experiences that culminate in the Master of Science (M.S.) in Speech-Language Pathology degree. The curriculum is designed to prepare students for a professional role as a speech-language pathologist (SLP). Graduates of this program will be poised to assume positions as entry-level clinicians as part of a healthcare or educational team. The Speech-Language Pathology degree program is a continuous, full-time program of study that spans seven quarters, or 21 months from admission to graduation. The maximum allotted time for completion of the program is 31.5 months.

The Speech-Language Pathology Program offers a balanced curriculum to prepare future SLPs to work with both children and adults with communication and swallowing disorders. Course elements are designed to imbue students with the knowledge base pertinent to the field, while simultaneously fostering the critical thinking, problem solving, and self-confidence that contributes to effective independent clinical practice. Students will develop empathy and compassion, which are hallmark traits of a master clinician.

The Speech-Language Pathology Program curriculum incorporates academic, research, and clinical experiences. The curriculum includes basic science and research coursework, in addition to courses that focus on specific communication disorders. Each student will explore the evidence base of speech-language pathology and related professions, and will apply knowledge gained to clinical practices. All students will learn about basic research methods within the discipline, and can elect to complete research that culminates in a master's thesis. Students may alternatively elect to pursue a capstone

non-thesis track. Students will engage in clinical practica at the Midwestern University Speech-Language Institute, local schools and healthcare facilities. Each student will complete two advanced practica of at least 10 weeks duration. These involve full-time work in an educational facility, hospital or clinic. Students will gain clinical experiences with a wide variety of clients with communication and swallowing impairment.

The Speech-Language Pathology Program is designed to prepare entry-level speech-language pathologists. Graduates will be able to demonstrate evidence of all knowledge and skill requirements to begin a Clinical Fellowship Year (CFY). At the completion of the CFY, graduates will be eligible to apply for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. Students will also be eligible to apply for state licensure through the Arizona Department of Health Services, Office of Special Licensing, or other state licensing agency.

Program Objectives

The Master of Science in Speech-Language Pathology Program seeks to:

1. Foster a humanistic learning environment for students;
2. Foster a holistic and compassionate approach to patient care;
3. Graduate competent speech-language pathologists who possess the levels of clinical judgment, understanding, empathy, technical skills, and independence to begin professional practice;
4. Instill a philosophy of lifelong learning in speech-language pathology students;
5. Promote research and scholarly activity among the faculty and students;
6. Develop a clinical practice in the Midwestern University Speech-Language Institute that provides a broad range of evidence-based experiences for speech-language pathology students;
7. Contribute to the overall growth and academic excellence of Midwestern University by supporting its Mission and Vision.

ADMISSIONS

The College of Health Sciences Speech-Language Pathology Program considers admission of those applicants who demonstrate academic and clinical aptitude coupled with professionalism. The program admits only full-time students. A competitive admissions framework is implemented to select program candidates. Each file is evaluated by a faculty committee using a specific program rubric that assesses academic ability, writing, pre-clinical experiences, and a variety of other factors.

The Midwestern University Speech-Language Pathology Program uses the Communication Sciences and Disorders

Centralized Application Service (CSDCAS) for students applying to the program. Applicants should submit all materials by February 1 in order to be considered (<http://www.capsd.org/csdcas>). Please refer to the CSDCAS website for instructions on submission of application materials.

The Speech-Language Pathology Program operates on a rolling admissions cycle. Completed applications are reviewed throughout the cycle to determine applicant eligibility for interviews. Interviews are typically conducted during the winter and spring quarters. Admissions decisions are generally made within one month of the interview until the class is filled.

Admission Requirements

Individuals applying for admission to the College of Health Sciences Speech-Language Pathology Program must submit documentation of the following minimum requirements before the academic year commences for the incoming class:

1. Completion of a baccalaureate degree from a regionally-accredited institution in Communication Sciences and Disorders, inclusive of the courses listed below, or
2. Completion of a baccalaureate degree from a regionally-accredited institution in an area other than Communication Sciences and Disorders with completion of prerequisite coursework in the following areas:
 - Anatomy and Physiology of Communication Mechanisms
 - Phonetics
 - Speech-Language Development
 - Speech and/or Hearing Science
 - Statistics
 - Biological Sciences
 - Physical Sciences
 - Social Sciences
3. Minimum undergraduate cumulative grade point average (CGPA) of 3.0 on a 4.0 scale; and minimum major grade point average (MGPA; all speech-language pathology coursework) of 3.0 on a 4.0 scale. Grades of C or better for prerequisite courses; grades of C- are not acceptable for the prerequisite courses listed above.
4. Oral and written communication skills necessary to interact with patients and colleagues.
5. Scores on the general and writing sections of the Graduate Record Examination (GRE) using the Midwestern University institution code of 4160.
 - The test must have been taken within five years of planned enrollment year.
 - For more information about the GRE contact Educational Testing Services (ETS) at 866/473-4373 or visit www.ets.org/gre

6. Two letters of recommendation from individuals who can comment on academic, clinical, and professional experiences of the applicant.
7. A completed CSDCAS application.
8. An interview with faculty (invitation only).
9. During the on-campus interview day, write an essay given a clinical writing prompt (for interview candidates only).
10. Commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.
11. Passage of the Midwestern University criminal background check.

Application Process and Deadlines

To be considered for admission to the Speech-Language Pathology Program, applicants must submit the following to the Office of Admissions:

1. **CSDCAS Application**
Applicants are required to submit their applications to CSDCAS at <http://www.capsd.org/csdcas> by February 1. Please refer to the CSDCAS application instructions for specific details about completing the application, required documents, and processing time. Due to the large number of applications and the limited number of seats available, applicants are encouraged to complete their CSDCAS application early in the cycle. An advantage of a centralized application service is that students can monitor the status of their applications online.
2. **Letters of Recommendation**
Applicants are required to submit a minimum of two letters of recommendation to CSDCAS (<http://www.capsd.org/csdcas>). The Office of Admissions will accept only letters of recommendation received via CSDCAS. Letters should be contributed from professors, speech-language pathologists, or other professionals with whom the applicant has interacted. They should address academic, clinical and professional qualities that will contribute to the applicant's readiness for graduate study. Please refer to the CSDCAS application instructions for specific guidelines and requirements for submitting letters of recommendation.
3. **GRE Scores**
Applicants are required to submit official GRE general test and writing scores directly to Midwestern University. The MWU institutional code for submitting scores is 4160. Only scores earned within five years of the planned enrollment year, and sent directly from the Educational Testing Service (ETS), will be accepted.
4. **Completed Applications**
The Office of Admissions will send letters verifying receipt of completed CSDCAS applications to applicants who meet the minimum cumulative GPA requirement of 3.00. The letters will include instructions for checking the status of the required application materials online. Applicants are responsible for tracking the receipt of

their application materials and ensuring the submission of all required documents. Only applicants who submit complete application packages will be considered for potential entrance into the Program.

Please note: Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or email address. All application withdrawal requests must be made in writing via e-mail, fax, or letter to:

Midwestern University
Office of Admissions
19555 N. 59th Ave.
Glendale, AZ 85308
Phone: 623/572-3275
Fax: 623/572-3229

admissaz@midwestern.edu

Interview and Selection Process

When applicants are considered eligible for interviews after review of their completed files they will be notified of available interview dates and invited by the Office of Admissions to schedule an on-campus interview. A typical interview day involves participation in the following activities coordinated by the Office of Admissions: an interview with two program faculty, lunch with current Midwestern University students, a campus tour, and consultation with a counselor from the Office of Admissions.

During interview sessions, program faculty will engage students in conversation regarding topics relevant to educational or healthcare settings. Students will also be asked to provide a writing sample in response to a clinical prompt. Interview and writing sample responses will be evaluated using rubrics established for this purpose. Prospective student's application, interviews, and writing samples are evaluated using rubrics that were developed by the SLP Program. The Speech-Language Pathology Admissions Committee makes admission recommendations to the Program Director. The Dean, via the Office of Admissions, notifies each applicant in writing of the admission action/decision.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College.

Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates

should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive and interpret nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. Candidates must be able to lift 20 pounds.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt, completion of all responsibilities and the development of mature, sensitive, and effective relationships. Candidates must be able to tolerate physically, mentally, and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean and Program Director, will identify and discuss what accommodations, if any, the College/Program would need to make that would allow the candidate to complete the curriculum. The College/Program is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment in the College/Program.

Reapplication Process

Students who receive denial or end-of-cycle letters may reapply for the following year's admissions cycle. Before reapplying, however, individuals contemplating reapplication should seek the advice of an admissions counselor or the SLP Program Director. To initiate the reapplication process, prospective students must complete and submit a new application and proceed through the standard application process.

Transfer Policy

The Speech-Language Pathology Program does not accept students seeking to transfer credit from another speech-language pathology master's program. These students may apply for admission to the SLP Program, but will be required to complete all program requirements at Midwestern University.

EVALUATION OF STUDENT PERFORMANCE

Students in the Speech-Language Pathology Program will be evaluated based upon academic and clinical performance at regular intervals during each quarter of study and throughout their program. Both formative and summative assessment techniques will be applied. Summative assessment will include traditional grades, written feedback for individual assignments, and final course grades at the end of a term or practicum experience. Formative assessment will include regular evaluation of student performance relative to learning objectives that reflect entry-level knowledge and skills as outlined by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), an independent affiliate of the American Speech-Language-Hearing Association (ASHA). The use of both summative and formative assessments across academic and clinical curricula will ensure student learning and preparation to enter the field of speech-language pathology.

GRADUATION REQUIREMENTS

To qualify for graduation with the Master of Science in Speech-Language Pathology degree (M.S.), students must:

1. Satisfactorily complete all courses with a minimum cumulative grade point average of 3.0;
2. Satisfactorily complete the required minimum number of 110.5 credit hours in the curriculum;
3. Receive a favorable recommendation for master's degree conferral from the Speech-Language Pathology Academic Review Committee and the CHS Student Promotion and Graduation Committee;
4. Receive a favorable recommendation for master's degree conferral from the University Faculty Senate;
5. Settle all financial accounts with the University; and
6. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS

Speech-language pathologists must hold a master's or doctoral degree to be eligible for certification, licensure, and practice as a speech-language pathologist. National certification is obtained through the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language Hearing Association (ASHA), which establishes the standards for certification. The CFCC awards the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), a nationally recognized professional credential.

In addition to program coursework and practicum requirements, the standards for the CCC-SLP include passing the Praxis II® Exam in Speech-Language Pathology and completing the equivalent of 36 weeks (full time) of professional experience (the "Clinical Fellowship") post graduation. The Praxis II® Exam is administered by the Educational Testing Service (ETS).

Speech-language pathologists must be licensed to practice in Arizona pursuant to the requirements of the Arizona Practice Act, Chapter 17, Articles 1-4, Sections 36-1901 through 36-1940. Passing the Praxis II® Exam is a requirement for licensure in most states, including Arizona.

The Arizona Department of Education requires that speech-language pathologists working in the public schools obtain the Speech-Language Pathologist Pre-K through 12 Certificate. This credential is necessary to work in Arizona public schools. The requirements for this certification include a master's degree in SLP, at least 250 hours of supervised clinical practice by an SLP-CCC, and a passing score on the Praxis II® Exam in Speech-Language Pathology.

CURRICULUM

The professional master's curriculum is composed of 52.5 required course credits (quarter hours) for the first academic year, 58 to 59 required course credits for the second academic year for a total of 110.5 to 111.5 quarter credits. Clinical practica are scheduled in the second, third, fourth, and fifth quarters of the curriculum. Advanced practica, or full-time placements in healthcare or educational settings, are secured for the last two quarters of the program.

The Midwestern University College of Health Sciences Speech-Language Pathology Program reserves the right to alter its curriculum. This catalog does not establish a contractual relationship between Midwestern University and individual students.

First Professional Year

Total Credit Hours Required 52.5

Fall Quarter

| | | | |
|--------------|-------|-----------------------------------------------------------------|-------------|
| COREG | 1560M | Interprofessional Healthcare | 0.5 |
| SLPPG | 501 | Neurological Bases of Communication Disorders | 4 |
| SLPPG | 502 | Research Methods in Communication Sciences and Disorders | 4 |
| SLPPG | 503 | Evidence-Based Practice in Communication Sciences and Disorders | 2 |
| SLPPG | 507 | One Health for SLPs | 1 |
| SLPPG | 520 | Disorders of Articulation and Phonology | 3 |
| SLPPG | 540 | Diagnostic Assessment and Treatment Planning | 3 |
| Total | | | 17.5 |

Winter Quarter

| | | | |
|--------------|-------|------------------------------|-------------|
| COREG | 1570M | Interprofessional Healthcare | 0.5 |
| SLPPG | 521 | Child Language Assessment | 4 |
| SLPPG | 525 | Dysphagia | 4 |
| SLPPG | 526 | Aphasia | 4 |
| SLPPG | 550 | Clinical Practicum I | 3 |
| SLPPG | 505 | Capstone I | 2 |
| | | OR | |
| SLPPG | 511 | Thesis I | 2 |
| Total | | | 17.5 |

Spring Quarter

| | | | |
|--------------|-------|---------------------------------|-------------|
| COREG | 1580M | Interprofessional Healthcare | 0.5 |
| SLPPG | 508 | Culture and Communication | 1 |
| SLPPG | 522 | Child Language Intervention | 4 |
| SLPPG | 527 | Neurological Disease and Injury | 4 |
| SLPPG | 529 | Voice and Resonance Disorders | 4 |
| SLPPG | 552 | Clinical Practicum II | 3 |
| SLPPG | 506 | Capstone II | 1 |
| | | OR | |
| SLPPG | 512 | Thesis II | 1 |
| Total | | | 17.5 |

Second Professional Year

Total Credit Hours Required 58-59

| | | | |
|-----------------------|-----|----------------------------------------------|-----------|
| Summer Quarter | | | |
| SLPPG | 610 | Professional Practice in Healthcare Settings | 1 |
| SLPPG | 628 | Motor Speech Disorders | 3 |
| SLPPG | 630 | Fluency Disorders | 3 |
| SLPPG | 631 | Augmentative and Alternative Communication | 3 |
| SLPPG | 633 | Language, Literacy and Learning | 4 |
| SLPPG | 654 | Clinical Practicum III | 3 |
| SLPPG | 607 | Capstone III | 1 |
| | | OR | |
| SLPPG | 613 | Thesis III | 1 |
| Total | | | 18 |

Fall Quarter

| | | | |
|--------------|-----|-------------------------------------------------------------|--------------|
| SLPPG | 604 | Professional Issues and Ethics in Speech-Language Pathology | 2 |
| SLPPG | 609 | Professional Practice in School Settings | 1 |
| SLPPG | 623 | Communication Disorders in Autism | 3 |
| SLPPG | 624 | Aural Rehabilitation | 3 |
| SLPPG | 632 | Advanced Practices in Dysphagia | 4 |
| SLPPG | 656 | Clinical Practicum IV | 3 |
| SLPPG | 614 | Thesis IV | 1 |
| | | Thesis track only | |
| Total | | | 16-17 |

Winter Quarter

| | | | |
|--------------|-----|------------------------------------------------------------------------------|-----------|
| SLPPG | 660 | Advanced Practicum in Speech-Language Pathology: Public School | 12 |
| | | OR | |
| SLPPG | 662 | Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility | 12 |
| Total | | | 12 |

Spring Quarter

| | | | |
|--------------|-----|------------------------------------------------------------------------------|-----------|
| SLPPG | 660 | Advanced Practicum in Speech-Language Pathology: Public School | 12 |
| | | OR | |
| SLPPG | 662 | Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility | 12 |
| Total | | | 12 |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

COREG 1560M, 1570M, 1580M Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated. Each course 0.5 credits

SLPPG 501 Neurological Bases of Communication Disorders

This course covers the neurological and physiological bases of normal and disordered communication. Embryological development of the central nervous system, and neuroanatomy and neurophysiology of the motor and sensory systems, including vision and audition are covered. Brain dissection laboratory experiences enhance mastery of neurological concepts introduced in the course. The course integrates basic neuroanatomy with cognitive neuroscience through assigned readings, lectures, and laboratory experiences. 4 credits

SLPPG 502 Research Methods in Communication Sciences and Disorders

This course introduces students to research methods, including basic research concepts, common research designs, and methods of data analysis commonly used in the field of speech-language pathology. Students will learn to critically read and evaluate research manuscripts. 4 credits

SLPPG 503 Evidence-Based Practice in Communication Sciences and Disorders

In this course, students will gain experience critiquing professional literature relevant to clinical and/or research practices. They will complete a literature review on a topic of interest and use it to inform evidence-based, clinical decisions.

2 credits

SLPPG 505 Capstone I

This course is required for any student not electing the thesis track. Students will explore research ideas, develop research questions, and plan a research design that is approved by the Capstone Coordinator. Alternatively, the student may plan an evidence-based creative project that is approved by the Capstone Coordinator. Students will complete and receive feedback on a professional manuscript, including an introduction of their project, the rationale and plan for conducting the project, and a timeline for completion.

2 credits

Prerequisites: SLPPG 502 Research Methods in Communication Sciences and Disorders; SLPPG 503 Evidence-Based Practice in Communication Sciences and Disorders

SLPPG 506 Capstone II

This course is required for all capstone-track students. Students will either complete data collection and analysis, or complete a specified portion of their creative project. They will continue preparation of their professional manuscript by completing revisions of the portion completed in Capstone I, and by drafting the sections that describe research or project results.

1 credit

Prerequisites: SLPPG 505 Capstone I

SLPPG 507 One Health for SLPs

Today's healthcare practitioners' work together to evaluate and treat patients with complex disorders. This course will address the basics of interdisciplinary practice in educational and healthcare settings. Students will evaluate the efficacy of collaborative practice, and will explore the impact of interspecies research upon the treatment of people with communication and swallowing disorders.

1 credit

SLPPG 508 Culture and Communication

Communication is shaped within a cultural context. Children understand and produce the language system to which they are exposed, and many learn multiple languages simultaneously. People routinely find themselves in the position of needing to learn a non-native language. This course will address the challenges of multilingualism or second language learning, and will review best practices in

assessing and treating individuals who do not use English as their primary language.

1 credit

SLPPG 511 Thesis I

This course is required by all students electing the thesis track. It involves one hour of class attendance in which thesis students will work together to develop their research questions and methods, and one hour of independent study. Students will work with the Program Director to secure a Thesis Chair and two other faculty members to comprise their thesis committee. Students will meet with their Thesis Chair to devise an original research project, timeline, and budget. Completion of a literature review, rationale for research, and research plan is expected this term.

2 credits

Prerequisites: SLPPG 502 Research Methods in Communication Sciences and Disorders; SLPPG 503 Evidence-Based Practice in Communication Sciences and Disorders

SLPPG 512 Thesis II

This course is required of all students completing a master's thesis. It again involves one hour per week of class attendance in which students will review the technicalities of writing and formatting a professional manuscript. One hour of independent study with the Thesis Chair is also incorporated into this thesis experience. Completion of the first three chapters of a five chapter manuscript is expected, along with a timeline for collection of data.

1 credit

Prerequisites: SLPPG 511 Thesis I

SLPPG 520 Disorders of Articulation and Phonology

This course covers speech disorders of developmental or linguistic origin. Students will learn to assess and treat articulation and phonological impairment. Highlights include collecting and analyzing comprehensive speech samples, administering standardized tests, and planning therapeutic interventions specific to individual cases.

3 credits

SLPPG 521 Child Language Assessment

This course provides students with the knowledge and skills to assess children with language disorders. These include, but are not limited to an overview of diagnostic models; formal and informal assessment procedures; interpretation of results; professional presentation of assessment findings to families or other professionals; and report writing.

4 credits

SLPPG 522 Child Language Intervention

This course provides students with the knowledge and skills to plan and execute treatment for children with language

impairment. Types of child language disorders as well as intervention techniques, both theoretical and applied are covered. Emphasis on collaboration with families and other professionals is emphasized.

4 credits

Prerequisites: SLPPG 521 Child Language Assessment

SLPPG 525 Dysphagia

This course reviews the anatomy and physiology of swallowing, and disorders that impact this vital function in children and adults. Etiologies of swallowing disorders, as well as their evaluation and management will be addressed. Students will appreciate the concomitant conditions that typically accompany dysphagia and learn to prioritize treatment objectives. Ethical considerations in swallowing intervention will also be incorporated.

4 credits

Prerequisites: SLPPG 501 Neurological Bases of Communication Disorders

SLPPG 526 Aphasia

This course examines communication disorders that result from acquired conditions, such as left or right hemisphere strokes or other acquired brain pathologies. Etiologies of these conditions, including neurological correlates for presenting symptoms, will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders.

4 credits

Prerequisites: SLPPG 501 Neurological Bases of Communication Disorders

SLPPG 527 Neurological Disease and Injury

This course examines communication disorders that result from acquired conditions, with emphasis on traumatic brain injury, dementia, and other degenerative neurological conditions. Etiologies of these conditions, including neurological correlates for presenting symptoms, will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders.

4 credits

Prerequisites: SLPPG 501 Neurological Bases of Communication Disorders; SLPPG 526 Aphasia

SLPPG 529 Voice and Resonance Disorders

This course teaches evaluative and therapeutic aspects of voice and resonance disorders. Students examine the anatomical and physiological correlates of phonation and oral/nasal resonance. Embryology of the vocal mechanism is reviewed, including nasal, oropharyngeal, laryngeal, and pulmonary regions. Assessment and intervention of a variety of common voice/resonance disorders will be covered,

including cleft lip/palate, vocal fold hyperfunction, and therapies associated with a variety of neurogenic communication disorders.

4 credits

SLPPG 540 Diagnostic Assessment and Treatment Planning

This course prepares the student clinician to conduct diagnostic evaluations of patients with communication disorders and plan their care. Principles of clinical interviewing, formal and informal test selection and administration, interpretation of psychometric data and behavioral observations, and adaptations for cultural and linguistic differences will be addressed. Students will learn the basics of clinical writing, including preparation of diagnostic reports, treatment plans, and progress reports. The use of electronic health records systems will be introduced.

3 credits

SLPPG 550 Clinical Practicum I

This is the first supervised speech-language pathology practicum experience in the Speech-Language Institute or other community-based site. Working with a faculty member who is a licensed speech-language pathologist, student clinicians will plan and conduct assessment and intervention sessions for clients with communication disorders. First clinical experiences are targeted toward management of individuals with articulation, phonology, or language disorders. Some students will conduct diagnostic assessments during this practicum. Students are expected to attend a weekly clinical forum to address issues relative to management of clinical cases.

3 credits

SLPPG 552 Clinical Practicum II

This is the second supervised speech-language pathology practicum experience at the Midwestern University Speech-Language Institute or other community-based site. Working with a faculty member who is a licensed speech-language pathologist, student clinicians will plan and conduct assessment and intervention sessions for clients with communication disorders. Clinical experiences are targeted toward management of individuals with a variety of communication disorders, including articulation, language, fluency, voice, or complex disorders. Some students will conduct diagnostic assessments during this practicum. Students are expected to attend a weekly clinical forum to address issues relative to management of clinical classes.

3 credits

Prerequisites: SLPPG 550 Clinical Practicum I

SLPPG 604 Professional Issues and Ethics in Speech-Language Pathology

This course focuses on the scope of practice for the speech-language pathology profession. Students will explore

expectations for professional behavior based upon standards of practice and the ASHA Code of Ethics. Ethical dilemmas will be debated in preparation for a variety of clinical experiences. Procedures for obtaining the ASHA Certificate of Clinical Competence, state licensure, and school certification will be reviewed.

2 credits

SLPPG 607 Capstone III

This course is required for all capstone-track students. Students will synthesize the components from Capstone I and II into a summative research document or creative project which will be presented at the end of the term. Students must finalize their professional manuscript to the satisfaction of the Capstone Coordinator, and disseminate the findings via class presentations.

1 credit

Prerequisites: SLPPG 505 Capstone I; SLPPG 506 Capstone II

SLPPG 609 Professional Practice in School Settings

Over half of all speech-language pathologist practice in school settings. This course will review issues relative to school-based service delivery, including special education law, disability designations, and how students are referred for speech-language services. Development of individualized educational plans (IEPs) and treatment planning for children and adolescents with communication issues will be addressed, in addition to issues such as caseload size, scheduling, effective therapy models for the school setting, and Medicaid billing. Collaborative practice with school psychologists, teachers, special educators, and school healthcare workers will be discussed. Counseling for children and their families will also be covered.

1 credit

SLPPG 610 Professional Practice in Healthcare Settings

Nearly half all speech-language pathologists work in healthcare settings, including hospitals, skill nursing facilities, and private clinics. This course will review issues relative to healthcare service delivery, including the basics of healthcare law, and healthcare delivery for patients with communication and swallowing impairment. Students will learn about common instrumentation and medical terminology. Coding, billing and reimbursement for services by Medicare and other third party payer sources will be reviewed. Counseling patients and their family members will also be addressed, in addition to tips for interprofessional practice.

1 credit

SLPPG 613 Thesis III

This course is for all students on the thesis track. It involves one hour per week of independent study with the Thesis Chair. Completion of data collection and analysis is expected

this term. Students should complete a draft of the final two chapters.

1 credit

Prerequisites: SLPPG 512 Thesis II

SLPPG 614 Thesis IV

This course is required of all students completing a master's thesis. It involves one hour per week of independent study with the Thesis Chair. Students should complete revision of their document and defend their thesis this term.

1 credit

Prerequisites: SLPPG 613 Thesis III

SLPPG 623 Communication Disorders in Autism

This course provides insight into the world of autism, including description of the various autism spectrum disorders and examination of etiological theories and controversies. Procedures used for differential diagnosis of autism spectrum disorders are covered, and a variety of intervention models will be discussed. The role of the SLP in working with educators and families will be addressed. Students will design comprehensive assessment and intervention plans for persons of all ages with autism.

3 credits

Prerequisites: SLPPG 521 Child Language Assessment; SLPPG 522 Child Language Intervention

SLPPG 624 Aural Rehabilitation

This course will teach basic methods for addressing the communication needs of individuals with hearing impairment and/or central auditory processing disorders. Students will learn how to read and interpret basic audiometric test results in order to recommend appropriate communication therapy. Communication modalities for individuals with hearing loss, and a variety of therapy methods to enhance language comprehension and production will be covered. Maintenance of amplification devices, collaboration with families and educators, and counseling for individuals with hearing loss will also be included.

3 credits

SLPPG 628 Motor Speech Disorders

This course covers assessment and treatment of neurogenic speech disorders, including the various types of dysarthria and apraxia. The complex process of differential diagnosis of these conditions will be addressed, along with numerous treatment approaches designed to target respiration, phonation, articulation, resonance and prosodic components of motor speech disorders.

3 credits

Prerequisites: SLPPG 501 Neurological Bases of Communication Disorders; SLPPG 520 Disorders of Articulation and Phonology; SLPPG 629 Voice and Resonance Disorders

SLPPG 630 Fluency Disorders

This course describes the nature and proposed etiologies of stuttering and associated disorders. Assessment and treatment of children and adults with fluency disorders will be addressed, including the need for counseling and ongoing management across the lifespan.

3 credits

SLPPG 631 Augmentative and Alternative Communication

This course will address the complex communication needs of individuals with severe communication, sensory and/or physical impairments which may necessitate the use of augmentative and alternative communication systems (AAC). Students will become familiar with various types of assistive technologies used for AAC. The course will cover cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior that impact AAC selection and implementation. AAC assessment and intervention strategies will be addressed, including interdisciplinary contributions from physical and occupational therapists.

3 credits

SLPPG 632 Advanced Practices in Dysphagia

This course will require students to apply knowledge to clinical cases. Students will be expected to generate diagnostic reports and treatment plans targeting pediatric and adult dysphagia. Interpretation of videofluoroscopic and endoscopic swallowing assessments will assist students in profiling phase-specific sensory and motor swallowing abnormalities. Complex cases will be addressed, including both neurogenic and mechanical disorders of dysphagia (e.g., stroke, laryngectomy, tracheostomy and ventilator dependency).

4 credits

Prerequisites: SLPPG 525 Dysphagia

SLPPG 633 Language, Literacy and Learning

This course provides students with the theoretical models of language, literacy and learning. Examination of the interconnections between reading, writing, speaking and listening will be explored. The patterns of child and adolescent reading and writing are emphasized.

4 credits

SLPPG 654 Clinical Practicum III

This is the third supervised speech-language pathology practicum experience at the Midwestern University Speech-Language Institute or other community-based site. Working with a faculty member who is a licensed speech-language pathologist, student clinicians will plan and conduct assessment and intervention sessions for clients with communication disorders. Clinical experiences are targeted toward management of individuals with a variety of communication disorders, including articulation, language,

fluency, voice, or complex disorders. Some students will conduct diagnostic assessments during this practicum.

Students are expected to attend a weekly clinical forum to address issues relative to management of clinical classes.

3 credits

Prerequisites: SLPPG 550 Clinical Practicum I; SLPPG 552 Clinical Practicum II

SLPPG 656 Clinical Practicum IV

This is the last of four supervised speech-language pathology practicum experiences at the Midwestern University Speech-Language Institute or other community-based sites. Working with a faculty member who is a licensed speech-language pathologist, student clinicians will plan and conduct assessment and intervention sessions for clients with communication disorders. Clinical experiences are targeted toward evaluation and management of complex cases. Some students will conduct diagnostic assessments during this practicum. Students are expected to attend a weekly clinical forum to address issues relative to management of clinical classes.

3 credits

Prerequisites: SLPPG 550 Clinical Practicum I; SLPPG 552 Clinical Practicum II; SLPPG 654 Clinical Practicum III

SLPPG 660 Advanced Practicum in Speech-Language Pathology: Public School

This is a supervised clinical experience in speech-language pathology in a public school setting. Students will acquire experience in individual and group therapy, assessment, and consultation. This course consists of a 12 week, full-time school site placement. May be taken before or after SLPPG 662 Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility.

12 credits

SLPPG 662 Advanced Practicum in Speech-Language Pathology: Medical/Healthcare Facility

This is a supervised clinical experience in speech-language pathology in a healthcare setting. Students will acquire experience in individual and group therapy, assessment, consultation, and interdisciplinary staffing. It consists of a 12 week, full-time clinical site placement. Note: May be taken before or after SLPPG 660 Advanced Practicum in Speech-Language Pathology: Public School.

12 credits

ELECTIVE COURSE DESCRIPTIONS

SLPPG 670, 671, 672, 673 Thesis Continuation I-IV

These courses are reserved for SLP students needing additional time to complete and successfully defend their thesis project. Enrollment is necessary only when students have completed other program requirements, and will not be

enrolled in other courses. This is considered an extension of the thesis and must be approved by the Program Director. A fee is assessed with enrollment in these courses.

Each course 0.5 credits

Prerequisites: SLPPG 614 Thesis IV

SLPPG 800 Independent Study

This course is designed to facilitate scholarly inquiry into a topic related to a specific component of speech-language pathology theory and practice. Course content, assignments and learning outcomes are developed in collaboration with the faculty mentor and the student, and the Program Director must approve the plan. Course credit is variable depending on the scope of work to be accomplished.

1-3 credits

Prerequisites: Permission of the Instructor

FACULTY

Jennifer Buckler, M.S., CCC-SLP

Arizona State University

Clinical Assistant Professor

Stephanie Christensen, Ph.D., CCC-SLP

Arizona State University

Assistant Professor

Schea Fissel, M.A., CCC-SLP

Kent State University

Assistant Professor

Eileen Hunsaker, M.S., CCC-SLP

University of Utah

Clinical Assistant Professor

Mary Keeney, M.A., CCC-SLP

University of Montana

Clinical Assistant Professor

Colin A. Macpherson, M.A., CCC-SLP

Michigan State University

Director of Clinical Education and Assistant Professor

Ileana Ratiu, Ph.D., CCC-SLP

Arizona State University

Assistant Professor

Eileen M. Tokarz, M.S., CCC-SLP

University of Illinois

Clinic Coordinator and Clinical Assistant Professor

Tina K. Veale, Ph.D., CCC-SLP

University of Cincinnati

Program Director and Professor

Laura Wolford, M.S., CCC-SLP

Purdue University

Instructor

Darin Woolpert, Ph.D., CCC-SLP

San Diego State University and University of California, San Diego

Assistant Professor

COLLEGE OF DENTAL MEDICINE-ARIZONA

MISSION

The mission of the Midwestern University College of Dental Medicine-Arizona is to graduate well-qualified general dentists and to improve oral health through research, scholarly activity, and service to the public.

CORE VALUES

In pursuit of its mission, the CDMA is guided by this set of abiding and unchanging core values:

1. Maintaining a student-friendly environment
2. Promoting ethics and professionalism
3. Encouraging broad and encompassing diversity
4. Advocating collegiality and teamwork
5. Integrating multidisciplinary coursework
6. Focusing on a general dentistry curriculum
7. Ensuring competence for general practice
8. Basing decisions on scientific evidence
9. Delivering ethical, competent patient-centered care
10. Serving the profession and the public

ACCREDITATION

The Midwestern University College of Dental Medicine-Arizona is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of "full accreditation." CODA, which operates under the auspices of the American Dental Association (ADA), is recognized by the U.S. Department of Education as the national accrediting body for dental education programs at the post-secondary level in the United States.

For further information, please contact the American Dental Association, 211 E. Chicago Avenue, Chicago, IL 60611; 800/621-8099. The web address is <http://www.ada.org/en/coda/accreditation/>

DEGREE DESCRIPTION

Upon graduation from the College of Dental Medicine-Arizona, the Doctor of Dental Medicine (D.M.D.) degree is granted. The usual length of the course of study is four academic years. The curriculum consists of two years of primarily didactic and preclinical instruction with clinical

introductory experiences followed by two years of primarily clinical experiences and rotations including applicable didactic material. Upon graduation with the D.M.D. degree, the graduate is eligible to take licensure examinations to enter dental practice or participate in residency training in advanced fields of dentistry.

ADMISSIONS

The Midwestern University College of Dental Medicine-Arizona considers for admission those students who possess the academic, professional, and personal qualities necessary for development as exemplary dental professionals. To select these students, the College uses a rolling admissions process within a competitive admissions framework.

Admission Requirements

To be competitive, an applicant must have earned a bachelor's degree from an accredited college or university. Possess both a science (biology, chemistry, and physics) and total GPA of 3.00 or more (although 3.25 will be generally competitively necessary) on a 4.00 scale. A minimum science and overall GPA of 3.00 on a 4.00 scale is required to receive a supplemental application from the College.

Prerequisite courses:

| | |
|---------------------------------------|-----------------------------|
| Biology with lab | 8 Semester/12 Quarter hours |
| General Chemistry with lab | 8 Semester/12 Quarter hours |
| Organic Chemistry with lab | 4 Semester/6 Quarter hours |
| Anatomy | 3 Semester/4 Quarter hours |
| Microbiology | 3 Semester/4 Quarter hours |
| Other Courses | |
| Physics | 8 Semester/12 Quarter hours |
| Physiology | 3 Semester/4 Quarter hours |
| Biochemistry | 3 Semester/4 Quarter hours |
| English Composition/Technical Writing | 6 Semester/9 Quarter hours |

No grade lower than a C will be accepted for any prerequisite courses (A grade of C- will not be acceptable unless a DAT score of 18 or higher is achieved in that subject). Complete above prerequisite courses. Submit competitive scores on the Dental Admission Test (DAT).

- Complete above prerequisite courses.
- Submit competitive scores on the Dental Admission Test (DAT).
 - Scores in the area of 18 or higher will be expected for the Academic Average, Reading Comprehension and Perceptual Ability sections
 - The DAT test must have been taken no more than 3 years prior to application
 - Note: The Canadian DAT can be substituted for the U.S. DAT. All sections of the Canadian DAT are required.*
- Submit two letters of recommendation.
 - One must be from either a pre dental advisory committee or a science professor
 - The other preferentially should be from either someone with a D.O./M.D. or D.D.S./D.M.D. degree and/or someone who can testify to the integrity and ethical standards of the applicant
 - Letters written by immediate family members will not be accepted
 - All letters of evaluation must be submitted directly from the evaluators. The Office of Admissions will not accept letters submitted by students.
- Demonstrate a sincere understanding of, and interest in, the humanitarian ethos of health care and particularly dental medicine.
- Reflect a service orientation through community service or extracurricular activities.
- Reflect proper motivation for and commitment to health care as demonstrated by previous salaried work, volunteer work, or other life experiences.
- Possess the oral and written communication skills necessary to interact with patients and colleagues.
- Agree to abide by Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Competitive Admissions

Within the competitive admissions framework, the College uses multiple criteria to select the most qualified, diverse group of candidates from an applicant pool that greatly exceeds the number of seats available. Applicants are evaluated on academic coursework, performance on the Dental Admission Test (DAT), their application (AADSAS) essays, letters of evaluation, and interviews. Demonstrated community service through volunteerism or service-oriented employment is preferred.

Rolling Admissions

Midwestern University College of Dental Medicine-Arizona uses a rolling admissions process. Applications are reviewed and decisions to interview individual candidates are made at regular intervals during the admissions cycle. Interviews are conducted and the selection process of each candidate for College admission is made until the class is filled. Applicants are notified of their selection status as soon as possible after their interview date, but not prior to December 1 of the year preceding matriculation which is the earliest date the U.S. and Canadian dental schools have agreed to extend a position in the class.

Application Process

To initiate the application process, prospective students must apply directly to AADSAS at:

1400 K Street NW
Suite 1100
Washington, DC 20005;
Phone: 202/289-7201;
Fax: 202/289-7204

Students may apply online at <http://portal.aadsasweb.org>. Students may access an AADSAS application in mid-May of the academic year preceding the year in which they plan to matriculate.

After receiving an applicant's processed information from AADSAS, the Office of Admissions creates the applicant file. Concurrently, the office sends a supplemental application to applicants meeting the minimum science and total GPA requirement of 3.00 on a 4.00 scale. The Applicant must complete and return the supplemental application as soon as possible; additionally, he/she must request three letters of evaluation. All letters of evaluation must be submitted by the

evaluators directly to AADSAS or to MWU - the Office of Admissions will not accept evaluations submitted by students.

Please note: Status of the application can be tracked on the MWU website. Instructions for accessing accounts are available from the Office of Admissions. Please send notification of any changes in your mailing address and e-mail address. All requests for withdrawal an application must be done in writing; contact the Office of Admissions via e-mail at admissaz@midwestern.edu.

Application Deadline

The official Associated American Dental Schools Application Service (AADSAS) application deadline is January 1st; however, to be competitive within the rolling admissions process, prospective students should submit their AADSAS applications as early as possible after June 1 of the year prior to their desired matriculation. Even though the AADSAS deadline is January 1 of the matriculation year, typically 75 percent of all admissions offers will be made by the end of December of the year prior to matriculation. The Midwestern University College of Dental Medicine-Arizona completion deadline (meaning all necessary parts of the application including DAT test scores and MWU-CDMA supplemental application form are received by the Office of Admissions prior to this date) is March 1 of the expected matriculation year.

Interview and Selection Process

To be considered for interviews, applicants must meet the admissions requirements listed previously. They must also submit all of the materials necessary to complete their files, e.g., AADSAS applications, supplemental MWU applications, DAT scores, and three letters of recommendation written by a predoctoral advisory committee, a faculty member, a dentist or physician, and by someone who knows the applicant very well.

After the Office of Admissions receives these materials, applicant files are reviewed to determine whether applicants merit interviews based on established criteria of the Admissions Committee. Applicants who receive invitations to interview must respond within four weeks. The Chair of the Admissions Committee, with the approval of the Dean, may also place a large number of students on an interview "wait list" pending possible interview openings toward the end of the interview cycle.

When applicants accept interviews, they join several other interviewees to meet with members of an interview panel, which is selected from a volunteer group of dental faculty. Team members and students question applicants about their academic and healthcare preparedness for dental school, and they rate the applicants on a standardized evaluation form relative to each of these variables. At the conclusion of the interviews, team members forward their evaluations for each

applicant to the Admissions Committee. The Committee may recommend to accept, to deny, or place applicants on the alternate list. Recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status after the interviews, but not before December 1 of the year preceding matriculation, which is the date that all dental schools have agreed would be the first notification date.

The interview process typically begins in the summer prior to matriculation and ends in April or May of the matriculation year.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College.

The following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine motor movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks. Candidates must be able to lift 20 lbs.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt, completion of all responsibilities and the development of mature, sensitive, and effective relationships. Candidates must be

able to tolerate physically, mentally, and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean, will identify and discuss what accommodations, if any, the College would need to make that would allow the candidate to complete the curriculum. The College is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

After receiving either denial or end-of-cycle letters, or letters of dismissal from the College, applicants/students may reapply for the next enrollment cycle. Before reapplying, however, applicants should seek the advice of an admissions counselor.

To initiate the reapplication process, applicants must submit their applications to AADSAS. Applications are then processed according to standard application procedures.

Transfer Admission

Midwestern University College of Dental Medicine-Arizona may elect to accept transfer students from other dental schools as long as these students remain in good academic standing and have an acceptable reason(s) for seeking transfer.

To be considered for transfer, students must meet the College's general requirements for admission. Students must also observe the following procedures:

1. All inquiries for transfer to Midwestern University College of Dental Medicine-Arizona must be submitted to the Office of Admissions.
2. Completed applications are returned to the Office of Admissions and must include transcripts from the previous dental school, class rank (must be in top 50%), a statement of the reason for transfer, a Dean's letter of "Good Academic Standing," and a letter of reference from the Dean of Students.
3. Completed applications are forwarded to the Dean.
4. Applications are reviewed by the Dean, who will conduct interviews with transfer applicants.
5. Applicants are notified by the Dean of final transfer admission decisions.
6. Students applying for transfer must not have been previously rejected for admission to MWU-CDMA through the standard admissions process.

GRADUATION REQUIREMENTS

The degree Doctor of Dental Medicine (D.M.D.) is conferred upon candidates who have satisfied all academic requirements including those related to ethical and professional standards; who have passed NBDE Part I; and who have satisfied all financial obligations to Midwestern University, after recommendation of the Dean and approval of the President. All graduating students are expected to attend the ceremony at which the degree is conferred. Students must complete all graduation clearance requirements as instructed by the Office of the Registrar. See more Fast Facts about The College of Dental Medicine-Arizona, click here: www.midwestern.edu/programs

LICENSURE REQUIREMENTS

Dental graduates of U.S. dental schools can obtain full practice rights in all 50 states as well as many foreign countries. To obtain licensure, dental clinicians must meet the requirements established by individual states. Typically, states grant licensure in one of two ways:

1. State accepts a certificate issued by the written National Board Dental Examination and a certificate issued by a regional clinical dental testing agency.
2. The state honors a formal, or informal, reciprocity agreement with another state(s) or issues a license by credentialing the certificate from another state.

Licensure requirements vary among states. For further information concerning licensure, please contact the American Dental Association, the American Association of Dental Boards, or the individual state licensing board.

INSTRUCTIONAL PROGRAM

The College of Dental Medicine-Arizona's goals are divided into four categories that include teaching, research, patient care and service.

The Goals for Teaching are to:

1. Foster a humanistic and character-developing environment for students
2. Foster a holistic and compassionate approach to patient care
3. Foster interprofessional education with other Midwestern University colleges and programs

4. Graduate competent dentists who possess the appropriate levels of clinical judgment, understanding, empathy, technical skills, and independence to begin professional practice
5. Develop and implement a curriculum that leads to competency
6. Encourage a broad and encompassing diversity
7. Ensure the respectful treatment of students as professionals and future colleagues in the profession
8. Promote faculty and staff recruitment, development, and retention to assure continued excellence and success of the College
9. Ensure mutual respect among faculty, staff, and students and to recognize the diverse roles these individuals play in the educational process
10. Promote ongoing programs for faculty to promote teaching effectiveness and student learning
11. Provide members of the faculty and staff with greater recognition to elevate morale, improve effectiveness, and enhance job satisfaction
12. Instill a sense of community in graduating dentists by providing community-based opportunities for the enhancement of pre-doctoral education
13. Improve access to dental care for Arizona's indigent and underserved populations
14. Avail students to the use of new technology in learning and patient care
15. Encourage critical thinking and life-long learning

The Goals for Research are to:

1. Promote research and scholarly activity among faculty
2. Promote learning through student research and scholarly activity

The Goals for Patient Care are to:

1. Maintain a patient care program that provides students with the educational experiences they need to become competent practitioners
2. Maintain a patient care program that provides patients the high quality care they need for good oral health
3. Create patient-friendly clinics that strengthen the clinical learning environment and demonstrate our respect for patients as a valuable resource and an essential component of our teaching program
4. Support and encourage both individual and collective efforts to meet the oral health needs of populations with special healthcare requirements

The Goals for Service are to:

1. Inform members of the University and the dental practice community regarding the educational, research, and service missions and achievements of the College
2. Provide educational programs for dental and other health professionals

CURRICULUM

The Midwestern University College of Dental Medicine-Arizona reserves the right to alter its curriculum whenever it deems appropriate.

Total credits first year - 54.5

Total credits second year - 66.5

Total credits third year - 69.0

Total credits fourth year - 62.0

Total for program completion - 252

First Year Total: 54.5

Fall Quarter Total

| | | | |
|--------------|-------|-----------------------------------------|-----------|
| BASIG | 1501 | Basic Science Integrated Sequence I | 4 |
| BASIG | 1502 | Basic Science Integrated Sequence II | 4 |
| BASIG | 1503 | Basic Science Integrated Sequence III | 4.5 |
| COREG | 1560I | Interprofessional Healthcare/One Health | 0.5 |
| DENTG | 1510 | Preventive Dental Medicine I | 1 |
| DENTG | 1512 | Oral Health Sciences I | 3 |
| DENTG | 1512L | Oral Health Sciences I Lab | 2 |
| DENTG | 1514 | Healthcare Ethics I | 0.5 |
| DENTG | 1515 | Personal Finance | 0.5 |
| Total | | | 20 |

Winter Quarter

| | | | |
|--------------|-------|-----------------------------------------|-----------|
| BASIG | 1504 | Basic Science Integrated Sequence IV | 2.5 |
| BASIG | 1505 | Basic Science Integrated Sequence V | 4.5 |
| BASIG | 1506 | Basic Science Integrated Sequence VI | 4.5 |
| COREG | 1570I | Interprofessional Healthcare/One Health | 0.5 |
| DENTG | 1520 | Preventive Dental Medicine II | 1 |
| DENTG | 1522 | Oral Health Sciences II | 2.5 |
| DENTG | 1522L | Oral Health Sciences II Lab | 2 |
| DENTG | 1523 | Healthcare Ethics II | 0.5 |
| Total | | | 18 |

Spring Quarter

| | | | |
|-----------------------|-------|-----------------------------------------|-------------|
| BASIG | 1507 | Basic Science Integrated Systems VII | 3.5 |
| BASIG | 1508 | Basic Science Integrated Systems VIII | 2.5 |
| BASIG | 1509 | Basic Science Integrated Systems IX | 4 |
| COREG | 1580I | Interprofessional Healthcare/One Health | 0.5 |
| DENTG | 1534 | Healthcare Ethics III | 0.5 |
| DENTG | 1533 | Oral Health Sciences III | 2.5 |
| DENTG | 1533L | Oral Health Sciences III Lab | 2 |
| DENTG | 1535 | Introduction to Human Behavior I | 1 |
| Total | | | 16.5 |
| Second Year Total: | | | 66.5 |
| Fall Quarter | | | |
| PHARG | 1601 | General Pharmacology I | 2 |
| DENTG | 1612 | Dental Community Service I | 0.5 |
| DENTG | 1614 | Oral Health Sciences IV | 10.5 |
| DENTG | 1614L | Oral Health Sciences IV Lab | 7 |
| DENTG | 1615 | Dental Ethics and Professionalism I | 0.5 |
| DENTG | 1617 | Clinical Case Studies I | 1.5 |
| Total | | | 22 |
| Winter Quarter | | | |
| PHARG | 1621 | General Pharmacology II | 3 |
| DENTG | 1622 | Dental Ethics and Professionalism II | 0.5 |
| DENTG | 1623 | Dental Community Service II | 0.5 |
| DENTG | 1625 | Oral Health Sciences V | 10.5 |
| DENTG | 1625L | Oral Health Sciences V Lab | 7 |
| DENTG | 1627 | Clinical Case Studies II | 1.5 |
| Total | | | 23 |
| Spring Quarter | | | |
| DENTG | 1633 | Dental Ethics and Professionalism III | 0.5 |
| DENTG | 1634 | Dental Community Service III | 0.5 |
| DENTG | 1636 | Oral Health Sciences VI | 9.5 |
| DENTG | 1636L | Oral Health Sciences VI Lab | 8 |

| | | | |
|-----------------------|------|----------------------------------------|-------------|
| DENTG | 1637 | Anesthesia I | 1 |
| DENTG | 1638 | Medical Emergencies | 1 |
| DENTG | 1639 | Clinical Case Studies III | 1 |
| Total | | | 21.5 |
| Third Year Total: | | | 69 |
| Summer Quarter | | | |
| DENTG | 1721 | Anesthesia II | 1 |
| DENTG | 1724 | Surgical Periodontics General Practice | 1 |
| DENTG | 1726 | Special Needs | 0.5 |
| DENTG | 1728 | Advanced Imaging | 1 |
| DENTG | 2000 | Introduction to Dental Clinic | 12 |
| DENTG | 2010 | Intro Clinical Professionalism | 1.5 |
| DENTG | 2020 | Clinical Conference I | 0.5 |
| Total | | | 17.5 |
| Fall Quarter | | | |
| DENTG | 1730 | Introduction to Human Behavior II | 1 |
| DENTG | 1733 | Clinical Reviews | 2 |
| DENTG | 1734 | Dental Ethics Grand Rounds I | 0.5 |
| DENTG | 2001 | Patient Care I | 12 |
| DENTG | 2011 | Clinical Professionalism I | 1.5 |
| DENTG | 2021 | Clinical Conference II | 0.5 |
| Total | | | 17.5 |
| Winter Quarter | | | |
| DENTG | 1740 | Implantology | 1 |
| DENTG | 1742 | Clinical Pharmacology I | 1 |
| DENTG | 1745 | Practice Management I | 0.5 |
| DENTG | 1749 | Clinical Topics I | 1 |
| DENTG | 2002 | Patient Care II | 12 |
| DENTG | 2012 | Clinical Professionalism II | 1.5 |
| Total | | | 17 |
| Spring Quarter | | | |
| DENTG | 1750 | Practice Management II | 2 |
| DENTG | 1759 | Clinical Topics II | 1 |
| DENTG | 2003 | Patient Care III | 12 |
| DENTG | 2013 | Clinical Professionalism III | 1.5 |

| | | |
|-----------------------|--------------------------------|-------------|
| DENTG 2022 | Clinical Conference III | 0.5 |
| Total | | 17 |
| Fourth Year Total: | | 62 |
| Summer Quarter | | |
| DENTG 1822 | Clinical Grand Rounds | 1 |
| DENTG 1823 | Practice Management III | 1 |
| DENTG 1824 | Clinical Service Learning I | 1 |
| DENTG 2004 | Patient Care IV | 11 |
| DENTG 2014 | Clinical Professionalism IV | 1.5 |
| Total | | 15.5 |
| Fall Quarter | | |
| DENTG 1832 | Dental Ethics Grand Rounds II | 0.5 |
| DENTG 1834 | Clinical Service Learning II | 1 |
| DENTG 1836 | Advanced Topics I | 1 |
| DENTG 1837 | Practice Management Selectives | 0.5 |
| DENTG 1838 | Clinical Pharmacology II | 1 |
| DENTG 2005 | Patient Care V | 11 |
| DENTG 2015 | Clinical Professionalism V | 1.5 |
| DENTG 2023 | Clinical Conference IV | 0.5 |
| Total | | 17 |
| Winter Quarter | | |
| DENTG 1842 | Dental Ethics Capstone | 0.5 |
| DENTG 1843 | Clinical Service Learning III | 1 |
| DENTG 1845 | Advanced Topics II | 1 |
| DENTG 1847 | Occlusion Capstone | 1 |
| DENTG 2006 | Patient Care VI | 11 |
| DENTG 2016 | Clinical Professionalism VI | 1.5 |
| Total | | 16 |
| Spring Quarter | | |
| DENTG 1852 | Clinical Service Learning IV | 1 |
| DENTG 2007 | Patient Care VII | 11 |
| DENTG 2017 | Clinical Professionalism VII | 1.5 |
| Total | | 13.5 |

DEPARTMENTS

Organizationally, the College of Dental Medicine-Arizona is divided into two non-departmental areas, Preclinical Dentistry and Clinical Dentistry.

COURSE DESCRIPTIONS

Interprofessional Healthcare

COREG 1560I, 1570I, 1580I Interprofessional Healthcare/One Health

The Interprofessional Healthcare/One Health course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.

Each course 0.5 credits

Basic Science Education

BASIG 1501 Basic Science Integrated Sequence I

BASIG 1501 provides an overview of cell structure and function, including topics on molecular cell biology, metabolism, epithelium, general connective tissues, and blood. Module 1: Cell and Molecular Biology outlines the basic histological structure and biochemical function of the cell with emphasis on transcription, translation, and control of gene expression. Module 2: Metabolism focuses on normal cell metabolism and includes application of the basic concepts of metabolism to cases. Module 3: Epithelium, General Connective Tissues, and Blood defines the basic structure, function, and biochemical characteristics of two basic histological tissues: epithelium and connective tissue. This module also includes an introduction to cellular adaptations, injury, and death and to peripheral blood cells and hemopoiesis. The biochemical basis of hemostasis is described. Disorders of hemostasis and their consequences are discussed.

4 credits

BASIG 1502 Basic Science Integrated Sequence II

BASIG 1502 provides an overview of cancer, genetics, lymphatic system, and immunology. In Module 4: Cancer and Genetics emphasis is placed on DNA mutations, polymorphisms, patterns of inheritance in human diseases, cytogenetics, and molecular basis of cancer. Module 5: Lymphatic System and Immunology includes the gross anatomy and histology of the lymphatic system and the structure/function of the immune system. Basic precepts of the lymphatic system and immunology will be applied to inflammation, tissue repair and healing. Understanding of immunology will be applied to immune responses to

infectious agents. Also included are: development and pathology of immunologically-mediated diseases, immune responses to transplants, cancer, HIV infection, and therapeutic use of drugs affecting the immune system.
4 credits

BASIG 1503 Basic Science Integrated Sequence III

BASIG 1503 provides an overview of infectious diseases, integument, and blood disorders. Module 6: Introduction to Infectious Diseases provides fundamental understanding of basic concepts in microbiology to accurately identify and manage infectious diseases. The information will aid in the management of the patient's health and general well-being. In Module 7: Integument and Blood Disorders, students combine their knowledge of epithelium and connective tissue to learn the basic structure and function of the integument. This module further describes common infections and pathologies of the integument as well as blood-borne infections and blood disorders.
4.5 credits

BASIG 1504 Basic Science Integrated Sequence IV

BASIG 1504 provides an overview of the Musculoskeletal System (Module 8). Module 8 includes: the basic concepts of embryology, an introduction to gross anatomy, the structure and function of skeletal and smooth muscle and the development of bone and cartilage. Muscle membrane excitability and the molecular basis of muscle contraction are discussed. Diseases of bone and soft tissues are included. This module contains lectures and two laboratory sessions that describe upper extremity anatomy and function.
2.5 credits

BASIG 1505 Basic Science Integrated Sequence V

BASIG 1505 provides an overview of the structure and function of the nervous system and is composed of one module titled Nervous System (Module 9). This module begins by discussing the nervous system in terms of its organization, support systems, and structure including the histology of nervous tissue, brain biochemistry, and mechanisms of neurotransmission including development of action potentials and synaptic transmission. This is followed by nervous system development, and then descriptions of the structure and function of the somatosensory pathways, descending motor systems, auditory, vestibular, and visual systems, and finally finishing with the cerebral cortex. Common clinical concerns are also discussed including relevant microbiology and pathology.
4.5 credits

BASIG 1506 Basic Science Integrated Sequence VI

BASIG 1506 provides an overview of the structure and function of the Cardiovascular (Module 11) and Respiratory Systems (Module 12). Module 11: Cardiovascular System

begins with a discussion of the anatomy, histology, and embryological development of the heart and circulatory system. Other topics included are cardiac muscle function, electrophysiology of cardiac muscle, cardiac cycle, and cardiac performance. Control of cardiovascular function integrates discussions of hemodynamics, regional circulation, and arterial blood pressure. Module 12: Respiratory System discusses the anatomy and histology of the respiratory system, mechanics of breathing, gas transport, and regulation of respiration. Relevant topics in microbiology, pathophysiology, and pathology are described in both modules.
4.5 credits

BASIG 1507 Basic Science Integrated Systems VII

BASIG 1507 provides an overview of the Endocrine System (Module 13) and the Gastrointestinal (GI) System (Module 14). In Module 13 the disciplines of histology and physiology describe the basic structure and normal function of the Endocrine System. Topics discussed include the hypothalamic control of endocrine secretion and regulation of individual endocrine organs. Common disorders of the Endocrine System are discussed by the pathology faculty. Module 14 Gastrointestinal System includes topics such as: chewing, swallowing and digestion. The gross anatomical, histological, physiological, microbiological, and pathological aspects of the GI system are discussed.
3.5 credits

BASIG 1508 Basic Science Integrated Systems VIII

BASIG 1508 provides an overview of the Urogenital System (Module 15). Topics included in the first part of the module are: the anatomy of the urogenital system, histology of the urinary system, renal tubular transport mechanisms, the production of urine, the control of extracellular fluid volume, and acid/base balance. The second part of the module provides an overview of the structure and function of the Male and Female Reproductive Systems. Diseases of the urogenital system are discussed.
2.5 credits

BASIG 1509 Basic Science Integrated Systems IX

BASIG 1509 provides an overview of the Gross Anatomy of the Head and Neck (Module 16). This module provides instruction in the fundamental head and neck gross anatomy information required for clinical training. Three-dimensional relationships among anatomical structures are reinforced by in-depth dissections of the head and neck. Students are expected to use this anatomical information to elucidate and solve case-based problems commonly seen in clinical practice. Student dissection of the head and neck is performed under faculty supervision during three 3-hour laboratories per week.
4 credits

PHARG 1601 General Pharmacology I

This course places an emphasis on the physical and chemical properties of the drugs, dosages, and therapeutic effects, methods of administration and indications/contraindications for the use of the drug.

2 credits

PHARG 1621 General Pharmacology II

This course places an emphasis on the physical and chemical properties of the drugs, dosages, and therapeutic effects, methods of administration and indications/contradictions for the use of the drug.

3 credits

Behavioral Science Education

DENTG 1510, 1520 Preventive Dental Medicine I and II

These two courses cover important concepts in preventive dental medicine. Through lectures and hands-on exercises in the Simulation Clinic, students learn how to establish their own oral health. They also learn the science and practice of oral health assessment and preventive dental treatment modalities. Course instruction focuses on ways to promote one's own oral health, the health of one's patients, and the health of one's community at large. Methods learned and forms used in the courses are incorporated into subsequent patient care in the Dental Institute.

Each course 1 credit

DENTG 1514, 1523, 1534 Healthcare Ethics I, II, III

Healthcare Ethics introduces dental students to the broad concepts of ethical and professional obligations, guidelines, reasoning, and decision-making involving the doctor-patient relationship and the delivery of healthcare.

Each course 0.5 credits

DENTG 1515 Personal Finance

This course introduces the new dental student to effective personal financial management. Topics include the economy's effect on credit and debt, personal money management, managing credit, and debt and personal needs.

0.5 credits

DENTG 1535 Introduction to Human Behavior I

This course introduces the fundamentals of effective communication and relationship-building skills. Topics covered include rapport-building skills with patients and colleagues, emotional intelligence, personality types, conflict resolution, and team-building strategies.

1 credit

DENTG 1612, 1623, 1634 Dental Community Service I, II, III

In these Dental Community Service courses, second year dental students participate in visits to elementary and junior

high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Each student participates on two half-days per quarter.

Each course 0.5 credits

DENTG 1615, 1622, 1633 Dental Ethics and Professionalism I, II, III

Dental Ethics and Professionalism uses a case-based approach to clinical ethical reasoning and examination of ethical issues and dilemmas in the dental care setting. The course also addresses expectations for professional behavior among dental practitioners.

Each course 0.5 credits

DENTG 1730 Introduction to Human Behavior II

This course covers advanced communication and human interaction skills. Topics include leadership skills, advanced NLP learning styles, case presentation skills, interviewing skills, and practice management topics related to the 'people's side of dentistry.

1 credit

DENTG 1734, 1832 Dental Ethics Grand Rounds I, II

Dental Ethics Grand Rounds involves a series of large case study analyses through self-study, small group discussion, and in-class discussion.

Each course 0.5 credits

DENTG 1842 Dental Ethics Capstone

DENTG 1842 is a capstone experience where students describe and analyze, in writing, a significant ethical issue or dilemma they have encountered in dental school.

0.5 credits

Clinical Education

DENTG 1512, 1522, 1533, 1614, 1625, 1636 Oral Health Sciences I, II, III, IV, V, VI

These continuously running didactic courses take the student from dental morphology and occlusion and through basic to advanced clinical dentistry of operative dentistry, fixed and removable prosthodontics (including principles and applications of CAD/CAM and implant dentistry), rotary endodontics, pediatric dentistry, oral surgery, oral medicine, periodontics, orthodontics, and temporomandibular function and dysfunction. The courses are organized into tooth systems. Each system integrates such topics as growth and development, cariology, radiology, oral pathology, and dental material science into its core while continuously utilizing a case-based, evidenced-based approach from a patient perspective.

DENTG1512 - 3 credits; DENTG 1522 - 2.5 credits;

DENTG 1533 - 2.5 credits; DENTG1614 - 10.5 credits;

DENTG 1625 - 10.5 credits; DENTG 1636 - 9.5 credits

DENTG 1512L, 1522L, 1533L, 1614L, 1625L, 1636L Oral Health Sciences I, II, III, IV, V, VI Lab

These continuously running laboratory courses, which are simulation clinic modules, take the student from dental morphology and occlusion and through basic to advanced clinical dentistry in operative dentistry, fixed and removable prosthodontics (including design and fabrication of CAD/CAM restorations and implant placement and restoration), rotary endodontics, pediatric dentistry, oral surgery, oral medicine, periodontics, orthodontics and temporomandibular function and dysfunction introducing therapeutic appliance diagnosis and fabrication. The courses are organized into tooth systems. Each system integrates such topics as growth and development, cariology, radiology, and dental material science into the core of restorative procedures from pediatric to geriatric patients. Simulated clinical competencies integrate radiographic diagnosis, basic science, and treatment planning in conjunction with typical psychomotor skills to enhance the comprehensive preclinical learning experience.

DENTG 1512L - 2 credits; DENTG 1522L - 2 credits;
DENTG 1533 L - 2 credits; DENTG 1614L - 7 credits;
DENTG 1625L - 7 credits; DENTG 1636L - 8 credits

DENTG 1617, 1627, 1639 Clinical Case Studies I, II, III

This seminar series allows the dental students to participate in treatment planning options for complex dental cases and requires them to work up primary and alternative treatment plans for complex patients likely to be seen in a general practice, and present the plans to their faculty mentors in a case presentation format. This course runs for three quarters during the second-year curriculum where cases will become increasingly more challenging.

DENTG 1617,1627 -1.5 credits; DENTG 1639 - 1 credit

DENTG 1637, 1721 Anesthesia, I, II

Anesthesia I covers the anatomy, medical considerations, pharmacology, techniques, and complications of local anesthesia in dental practice. Anesthesia II covers nitrous oxide administration; oral, IM, IV, and conscious sedation; general anesthesia; and emergency management. Clinical experiences occur in subsequent clinical courses.

Each course 1 credit

DENTG 1638 Medical Emergencies

This course covers the management of medical emergencies likely to be seen in a dental office.

1 credit

DENTG 1724 Surgical Periodontics General Practice

This course covers periodontal surgeries commonly performed by general practitioners and periodontists. Topics include evidence-based clinical decision-making; resective, regenerative, and plastic surgical techniques; complications of

periodontal surgery; and management and maintenance of the surgical patient.

1 credit

DENTG 1726 Special Needs

Recognizing the unique dental and medical needs of patients who are medically compromised or have mental or physical limitations, this course helps students develop the knowledge and skills needed to render comprehensive oral health care to this population. Students gain an understanding of the complexities of compromises and limitations, learn about adaptive devices and management techniques, and study the role of dentistry in total patient care while learning to manage patients with medical and physical disabilities.

0.5 credits

DENTG 1728 Advanced Imaging

This course includes lectures and small group discussions, complemented by "hands-on" exercise using patient simulation cone beam computed tomography scans. Students learn coronal, sagittal, and axial planes and how to arrange the data in cross-sections for evaluation of the TMJ, implant treatment planning, orthodontics, etc. This course introduces the dental students to acquisition and interpretation of cone beam CT scans for the practice of dentistry.

1 credit

DENTG 1733 Clinical Reviews

This course provides a comprehensive review of the major clinical disciplines in dentistry to reinforce previous preclinical instruction and learning and further prepare students to deliver comprehensive patient care.

2 credits

DENTG 1742, 1838 Clinical Pharmacology I, II

Clinical Pharmacology focuses on the application of safe and effective pharmacology for dental patients. Through Case-based instruction, topics include identifying the effects of medications taken by patients on the delivery of dental care and the implications and contraindications of medications used or prescribed by the dentist.

Each course 1 credit

DENTG 1745, 1750, 1823 Practice Management I, II, III

The Practice Management courses introduce the dental student to the business, financial, and personnel aspects of dental practice. Course themes include practice building, office finances and business systems, and practice acquisition.

DENTG 1745 - 0.5 credits; DENTG 1750 - 2 credits;
DENTG 1823 - 1 credit

DENTG 1749, 1759 Clinical Topics I, II

These courses provide further instruction in the dental disciplines and specialties, covering various clinical topics,

materials, procedures, and methods to improve dental care for patients.

Each course 1 credit

DENTG 1822 Clinical Grand Rounds

The course sequence consists of presentation and discussion of complex clinical dental cases. Working in small groups, students will analyze information from a medical history and dental examination findings, and develop an appropriate treatment plan and alternatives, and present and defend their plan to the class and selected faculty members.

1 credit

DENTG 1824, 1834, 1843, 1852 Clinical Service Learning I, II, III, IV

In these Clinical Service Learning courses, fourth-year dental students participate in rotations to the Dental Institute's Pediatric Dentistry Clinic or community-based dental clinics providing dental care services to pediatric and underserved populations. Each student participates four weeks.

Each course 1 credit

DENTG 1837 Practice Management Selectives

In Practice Management Selectives, each student chooses one selective track, based on the student's plans for practice after graduation. Tracks include Residency or Graduate Program, Private Practice Associate, Private Practice Owner, Corporate Dentistry, Military Forces, Public Health and Prison Systems and Academics.

0.5 credits

DENTG 1847 Occlusion Capstone

In this seminar course, each fourth year student organizes, presents, and discusses in small group sessions the dental treatment of one of their patients who treatment required management of significant aspects of the patient's occlusion.

1 credit

DENTG 2000 Introduction to Dental Clinic

This course is the dental student's first major exposure to direct patient care. Working in D3/D4 pairs, with students alternating as operators and assistants, students learn the clinical organization, clinical policies and procedures, the clinic software system, the clinic's equipment, and expectations for patient relations and professionalism, while initiating care under the supervision of a faculty member group leader for a small family of patients assigned to the student pair and shared by them.

12 credits

DENTG 2001, 2002, 2003, 2004, 2005, 2006, 2007 Patient Care I, II, III, IV, V, VI, VII

In the Patient Care courses, students learn patient-centered oral health care and develop the clinical competencies

required for entry to the general practice of dentistry. By providing patient care under the supervision, guidance, and support of the faculty, students enhance their diagnostic, technical, and interpersonal skills. The course emphasizes the importance of these skills in effective, efficient, and compassionate patient care and guides the students toward independent practice by evaluating competence in the delivering specific services, providing high-quality comprehensive care to all patients, maintaining professionalism in the delivery of care, evaluating accurately one's clinical performance, and practicing efficiently and profitably.

DENTG 2001, 2002, 2003 - each course 12 credits;

DENTG 2004, 2005, 2006 2007 - each course 11 credits

DENTG 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017 Clinical Professionalism, Introduction, I, II, III, IV, V, VI, VII

The Clinical Professionalism courses contain no formal class sessions or written examinations. The courses monitor and evaluate students' relationships with their patients and their professional conduct in clinic attendance, patient relations, timeliness and continuity of care, patient record management, administrative matters, and professional conduct. The grading philosophy assumes a professional behavioral norm in which all patient encounters and personal interactions are handled appropriately and professionally. Points are deducted for departures from the norm of excellent patient relations, patient management, or professional conduct.

Each course 1.5 credits

DENTG 2020, 2021, 2022, 2023 Clinical Conference I, II, III, IV

This course sequence consists of informational sessions about clinical operations, clinical policies, competency assessments, mock boards, real boards, and other matters or issues arising in the delivery of patient care in a learning environment.

Each course 0.5 credits

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Preclinical and Clinical Promotions Committee

Two faculty committees of CDMA will review the academic performance of students: the Preclinical Student Promotion Committee for the first two years and the Clinical Student Promotion Committee for the third and fourth years.

Both promotion committees meet at the end of each academic quarter to assess the academic status of students with a F, a WF, an I or an IP grade and assess the progress of each student. Students who attain satisfactory academic and professional progress are promoted to the next academic quarter, provided all tuition and fees have been paid.

Students with one or more course failure or WF are given the opportunity to meet with the appropriate Student Promotion Committee. Notification of the date, time, and place of the committee meeting is sent to the student at least 48 hours in advance by priority email and/or telephone. Students are invited to the meeting to give a statement, to teleconference into the meeting by telephone, or provide a statement by e-mail or in writing, should they so desire. Decisions of the committee are forwarded to the Dean and emailed to the student. The right of appeal exists and is described in the Appeals Process section. Appeals must be filed with the Dean within three working days following official notification of the committee decision.

Students who have successfully completed their clinical education, passed all of the competency evaluations, passed the NBDE Part I, and paid all tuition and fees, will be recommended for graduation to the Faculty Senate.

Academic Failure

Students who accumulate three failures over more than a single academic year, or two failures in a single quarter, may be recommended for dismissal or an academic leave of absence. Students returning from an academic leave of absence are required to retake failed courses. The grade for a course repeated at an outside institution or at Midwestern University and passed is recorded as a grade of "C". The previous "F" course grade remains on the official transcript but does not calculate into the overall Grade Point Average.

Please Note: Students will be assessed tuition and related fees for any additional years.

Readmission After Dismissal for Poor Academic Performance

It is at the discretion of the CDMA academic program to readmit a student who has been dismissed for poor academic performance. To initiate the reapplication process, candidates must complete and submit a new application and proceed through the standard application process established by the program. Before reapplying, however, individuals should seek the advice of an admissions counselor. It is expected that the individual would have addressed documented deficiencies before reapplication and be able to demonstrate that he/she

meets all admission requirements and technical standards of the program.

The College's Admissions Committee will review completed applications of candidates and submit recommendations to the Dean for action. The CDMA Dean, via the Office of Admissions, then notifies applicants in writing of admission decisions.

No guarantee of readmission is implied, and questions related to advanced standing and similar issues will be addressed as they are for new applicants. Reapplications are allowed only within the first two years following dismissal. Readmission will be granted only once.

Academic Warning

An academic warning is a formal notification of substandard, quarterly academic performance, which cautions the student that continued performance at this level may result in the student being placed on academic probation. To return to good academic standing, a student must correct deficiencies and incur no further failures. An academic warning is issued by a Promotions Committee when a student has failed (grade of less than 70) one class in a quarter or upon the unsuccessful completion of a probationary quarter. When a student is placed on academic warning, it is noted in the student's academic file. Subsequently, when a student is returned to good academic standing, this is also noted in the student's file. Academic warning is not noted on transcripts. Students on academic warning are ineligible to hold student organizational offices unless appealed to, and approved by, the Dean.

Academic Probation

Academic Probation represents notice that continued inadequate academic performance might result in dismissal. If a student on academic probation successfully completes a probationary quarter, the student's academic status reverts to academic warning. To return to good academic standing, a student must correct deficiencies and incur no further failures. When a student is placed on academic probation, it is noted in the student's academic file. Subsequently, when a student is returned to good academic standing, this is also noted in the student's file. Academic probation is not noted on transcripts. Students on academic probation are ineligible to hold student organizational offices.

Advanced Standing

All requests for advanced standing by admitted, transfer, or enrolled students are processed on a course-by-course basis by the Dean. Courses must be at the graduate level to be considered for advanced standing. To request advanced standing, a student must submit a letter to the Dean in which the student includes a list of the course(s), an official course description(s), a transcript, and a syllabus of the course(s) previously taken. It is expected that a minimum grade of a "B" would have been achieved in the class being petitioned.

The decision to grant or deny advanced standing will be made by the divisions providing the dental course in consultation with the CDMA Dean's Office.

Appeal Process

Following notification of a decision of the Student Promotion Committee, a student may appeal the decision in writing within three working days from notification of the decision to the Dean of the College of Dental Medicine-Arizona. The Dean makes the final decision. The Dean may grant an appeal only if a student can demonstrate one of the following:

1. bias of one or more committee members
2. material information not available to the committee at the time of its initial decision
3. procedural error.

During the appeal process, the student must continue to attend classes.

Course Failure Policy

The faculty provides didactic programs and measures students' performance in subject areas deemed necessary to become dental practitioners. Students who do not demonstrate minimum competencies assume the obligation and responsibility to make up academic failures. D-1 students must successfully pass all failed courses before they can be promoted to the second year. Likewise, D-2 students can begin the clinic and be promoted to the third year only if they pass all requirements of the preclinical curriculum, and National Boards Part I. D-3 and D-4 students must remediate/repeat any failed courses within the first month of the subsequent quarter.

Course Prerequisites

Prerequisites for courses may be recommended by the course director who administers the course. Prerequisites are recommended to the Curriculum Committee for approval and are listed with the course description in the University Catalog. On a case-by-case basis, prerequisites may be waived upon approval by the Associate Dean for Academic Affairs or the Dean.

Disciplinary Warning/Probation

Disciplinary warning/probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 of the Student Handbook. Disciplinary probation is not noted on transcript but is kept in the student's disciplinary file.

Disciplinary probation information may be shared with clinical sites that are affiliated with Midwestern University educational programs.

Dismissal

Matriculation and participation in dental school is a privilege, not a right. Therefore, a student can be dismissed for the following reasons:

1. failure to achieve minimum academic standards (preclinical or clinical promotions committees)
2. failure to exhibit the personal qualifications and ethical standards necessary to the practice of dentistry (student judicial process)
3. violation of Midwestern University College of Dental Medicine-Arizona rules and regulations that are grounds for dismissal (student and administrative judicial process).

Please Note: Students will be assessed full tuition for any additional years.

Faculty Advisor Program

The advisor program plays an important role at Midwestern University College of Dental Medicine-Arizona. Students and faculty work closely together in the academic arena. This kind of educational interaction permits students to get to know their faculty and vice versa. Students are encouraged to use the advice, expertise, and help of the faculty. Students should feel free to contact a faculty member of their choice for advice, encouragement, and support.

Grade Point Average

The grade point average is a weighted average computed using the number of credits assigned to each course and the quality points corresponding to the letter grade earned in each course. It is determined by calculating the total number of quality points earned and dividing them by the total number of credits carried. The total quality points earned for each course is determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The student's cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated beginning at the end of the first quarter of enrollment, and does not include any grades or credits for courses audited or accepted for transfer, or courses with a grade of withdrawal (W), withdrawal failing (WF), pass (P) or failed (F) that were later repeated.

Grading System

Students receive letter grades corresponding to the level of achievement in each course, based on the results of examinations, required course work, and, as applicable, other established criteria. The letter grades, percent ranges, and quality points per credit are as follows:

| Grade | Percent (%) | Quality Points (per credit) | Comments |
|-------|-------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 93–100 | 4.00 | — |
| A– | 90–92 | 3.67 | — |
| B+ | 87–89 | 3.33 | — |
| B | 83–86 | 3.00 | — |
| B– | 80–82 | 2.67 | — |
| C+ | 77–79 | 2.33 | — |
| C | 70–76 | 2.00 | — |
| F | < 70 | 0 | For professional programs |
| I | — | 0.00 | An Incomplete (I) grade may be assigned by a course director when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days from the end of final exams for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade, with notice to the Registrar. If an incomplete grade remains beyond 10 days, it may be converted to a grade of "F," which signifies failure of the course. |
| IP | — | 0.00 | An In Progress (IP) grade may be assigned by a course director when a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "IP" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time, up to one month to complete required coursework. The "IP" in progress is used when extenuating circumstances make it necessary to extend the grade completion period past 10 days (illness, family death, etc). The completion period should not exceed one quarter with notification to the Registrar. |
| P | — | 0.00 | Pass; designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of 'P' is counted toward credit hour accruals for graduation but is not counted in any GPA calculations. |
| W | — | 0.00 | Withdrawal can be given during the third to the eighth weeks of the quarter. There is no penalty and no credit. |
| W/F | — | 0.00 | Withdrawal/Failing is given after 50% of the course is complete and the average grade indicates that the work completed up to the time of withdrawal was unsatisfactory. This grade is not counted in any GPA calculations and is not counted in credit hour accruals for graduation. W/F may be considered as a failure by a Program Student Academic Review Committee. |
| AU | — | 0.00 | This designation indicates an audited course, that is, a student registered for a course with the understanding that neither academic credit nor a grade is earned. The possibility does not exist to change the course status from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation. |
| AP | | | This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation. |

These grading scales apply to all courses unless otherwise noted in the course syllabus.

Immunization Policy for CDMA

Full-time students are required to have all immunizations as outlined in the general policy section of this handbook.

National Boards Policy

Students who take the NBDE Part 1 during the summer following the D1 year and are required to complete it by the beginning of the fall quarter. All Midwestern University College of Dental Medicine-Arizona students must pass NBDE Part I in order to be eligible to begin clinical instruction. If a student encounters a catastrophic event that prevents the student from taking the examination during that timeframe, the Dean may allow the student to enter the clinic schedule and take the examination at a later date as mutually agreed to by the student and Dean.

Students who fail to pass the NBDE Part I examination on their first attempt will be allowed to continue as registered students as noted below. The student:

- Will not be allowed to start the clinical component of the curriculum.
- Will be provided with a list of available resources in order to adequately prepare for a repeat examination. The student will be advised to take a formalized board review course. Any associated expenses and arrangements are the student's responsibility.

Students who fail the NBDE Part 1 examination on their second attempt will be allowed to continue as registered D2 students. The student will be required to retake the examination by the beginning of the winter quarter. If successful, the student is then eligible to begin patient care.

Students who fail the NBDE Part 1 examination on their third attempt will be allowed to continue as registered D2 students. The student will be required to retake the examination by the beginning of the spring quarter. If successful, the student is then eligible to begin patient care.

Any student who fails to pass MBDE Part 1 examination by the start of the third year (summer quarter) may not begin patient care and the student will be subject to disciplinary action, which may include dismissal from the program, by the Preclinical Promotions Committee for failure to meet the academic requirements.

Passing any portion of a licensing examination is not a substitute for passing a Midwestern University course.

Retake Course Grade

The grade for a failed course repeated at an outside institution, or at Midwestern University and passed is recorded as a grade of "C".

Satisfactory Academic Progress

As required by federal law, reasonable standards of satisfactory academic progress have been established by

Midwestern University College of Dental Medicine-Arizona for the Doctor of Dental Medicine program. These standards apply to all students applying for, or currently receiving, financial assistance. The policy and procedure for assessing financial aid status is noted in the Student Financial Services section of this handbook.

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University of Connecticut

Professor/Associate Dean

ARIZONA COLLEGE OF OPTOMETRY

MISSION

The mission of Midwestern University Arizona College of Optometry is to educate future optometrists and residents in an interprofessional healthcare environment. The College fosters professional attitudes and behaviors that encourage lifelong learning and scholarship to serve the needs of the public and a commitment to improve the health and well-being of society.

VISION AND GOALS

The Arizona College of Optometry's vision is to:

- Deliver the premier optometric education experience utilizing our unique multi-health professional setting and cutting edge technology.
- Provide our students with the knowledge and skills to deliver the highest level of professional, ethical and compassionate eye and vision care.
- Promote lifelong learning, community outreach and innovative research

The 10 goals of the Arizona College of Optometry (AZCOPT) are listed below:

1. Provide broad and innovative educational opportunities in the basic, visual and clinical sciences
2. Plan and develop a diversity of clinical experiences to allow students to enter the practice of optometry
3. Support and nurture an environment of intellectual inquiry and activity by students, residents and faculty
4. Promote interprofessional educational programming to develop students' appreciation of other health care professions
5. Ensure that students have a strong basic and vision science foundation
6. Promote student involvement in community service
7. Develop a high quality residency program
8. Establish an Eye Institute that serves the eye/vision care needs of the community
9. Provide lifelong learning activities and support services to the optometric profession and the public
10. Maintain the financial viability of the College

ACCREDITATION

The Midwestern University Arizona College of Optometry has been granted the accreditation classification of ACCREDITED as of April 24, 2013 by the Accreditation Council on Optometric Education (ACOE), of the American Optometric Association (AOA), 243 N. Lindbergh Blvd., St. Louis, MO 63141-7881; phone 314-991-4100. "Accredited" is the classification granted to a professional degree program that generally meets the standards for accreditation. This classification indicates that the program has no deficiencies or weaknesses that compromise the educational effectiveness of the total program.

DEGREE DESCRIPTION

AZCOPT awards the degree Doctor of Optometry upon successful completion of the four-year professional curriculum in optometry. The first and second years of the curriculum emphasize basic health sciences, optics and visual science and students are introduced to clinical practice in simulation laboratories, through introductory courses and clinical experiences. Visual consequences of disease are introduced in the second year. The third year, divided between a didactic and clinical setting, emphasizes the diagnosis and treatment of ocular dysfunction and disease. The fourth year consists of intensive clinical training that includes both on campus and off campus externship rotations. Clinical settings for external rotations may include military facilities, veteran administration hospitals, public health service hospitals, and specialty and/or private practices or clinics. The maximum time for degree completion is five years.

ADMISSIONS

AZCOPT considers for admission those students who possess the academic, professional, and personal qualities necessary for development as exemplary optometrists. AZCOPT uses multiple criteria to select the most qualified candidates including cumulative and prerequisites grade point averages (GPAs), Optometric Admission Test (OAT) scores, personal experiences and character, ability to communicate, familiarity with the profession, volunteer/community involvement, research experience, and other considerations. AZCOPT uses a competitive, rolling admissions process.

Admission Requirements

Students seeking admission to AZCOPT must submit the following documented evidence:

1. A minimum cumulative GPA and science coursework GPA of 2.75 on a 4.00 scale.
2. A baccalaureate degree from a regionally accredited institution. A B.A. degree is acceptable but a B.S. degree is preferred.
3. Results of the Optometry Admission Test (OAT). Minimum Academic Average and Total Science scores of 300 are recommended of all applicants. In order to be considered for the class to be admitted in the Fall of each academic year, the OAT must be taken and results submitted by April 30th. OAT scores must be earned no more than 5 years prior to the planned enrollment year.
4. Necessary course prerequisites. All prerequisite courses must be completed with grades of C or better. Only courses designed for science majors or pre-professional students are acceptable for the science prerequisites.
5. Two letters of recommendation. One letter must be from a practicing optometrist. The other letter must be from a prehealth advisor, a science professor, an employer, or an extracurricular activity advisor.
6. A good understanding of optometric medicine. Candidates are strongly encouraged to shadow and observe a practicing optometrist in the clinical setting.
7. Extracurricular and/or community activities that indicate a well-rounded background and demonstrate a service orientation.
8. Interpersonal and communication skills necessary to relate effectively with others.
9. Passage of the Midwestern University criminal background check.
10. A commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy.

Prerequisite Courses

| | |
|--------------------------------------|--------------------|
| Biology with lab | 8 Sem/12 Qtr hours |
| Anatomy * | 3 Sem/4 Qtr hours |
| Physiology * | 3 Sem/4 Qtr hours |
| General/inorganic chemistry with lab | 8 Sem/12 Qtr hours |
| Organic chemistry with lab | 4 Sem/6 Qtr hours |
| Biochemistry | 3 Sem/4 Qtr hours |
| Physics | 6 Sem/9 Qtr hours |
| Calculus | 3 Sem/4 Qtr hours |
| Microbiology | 3 Sem/4 Qtr hours |
| Statistics | 3 Sem/4 Qtr hours |
| Psychology | 3 Sem/4 Qtr hours |
| English | 6 Sem/9 Qtr hours |

* *The Anatomy and Physiology requirements may also be fulfilled by taking Anatomy and Physiology I (3 Sem/4 Qtr hours) and Anatomy and Physiology II (3 Sem/4 Qtr hours)*

The Doctor of Optometry degree program is rigorous and challenging. The Admissions Committee will therefore assess the quality and rigor of the pre-optometry academic records presented by applicants. When assessing an application, the Admissions Committee will view with concern applicants with:

1. Cumulative and science grade point averages below 3.00 on a 4.00 scale.
2. Academic Average and Total Science OAT scores below 300.
3. Prerequisite science coursework completed more than 10 years ago. More recent (within five years) math and science coursework is preferred.

Application Process and Deadlines

Applicants are strongly encouraged to apply early in the cycle. Applications are considered on a first come first served basis only until all seats are filled.

1. OptomCAS Application
Applicants are required to submit online applications and application fees to OptomCAS by April 1st. In addition to the online application and application fees, an applicant must forward to OptomCAS official transcripts from all colleges and universities attended by the April 1 date. OptomCAS will begin the verification process as official transcripts are received, however an application will not be considered complete until all official transcripts are received. Students must apply for admission via OptomCAS at www.opted.org or www.optomcas.org. Please refer to the

OptomCAS application instructions for specific details about completing the OptomCAS application, required documents, and processing times. OptomCAS applications are available starting in June or July for applicants seeking admission in August of the following year. Due to the large number of applicants and the limited number of seats available, students are strongly encouraged to complete their OptomCAS application early in the cycle. AZCOPT will consider completed applications on a first-come, first-served basis until all seats are filled.

2. Optometry Admission Test (OAT)

Applicants must arrange for scores from the OAT to be sent directly to Midwestern University. Only test scores received directly from the testing agency will be accepted. OAT scores must be earned no more than 5 years prior to the planned enrollment year. This examination includes questions on biology, general chemistry, organic chemistry, physics, quantitative reasoning and reading comprehension. The test can be taken at numerous centers in the United States, Canada, and Puerto Rico. An examinee may take the examination up to four times during the year. Additional information on the OAT may be found at www.opted.org or in writing to:

Optometry Admission Testing Program
211 East Chicago Avenue, suite 600
Chicago, Illinois 60611-2637
800/232-1694
email: oatexam@ada.org

3. Letters of Recommendation

Applicants must submit two letters of recommendation from professionals to OptomCAS (www.optomcas.org). One letter must be from a practicing optometrist. The other letter must be from a prehealth advisor, a science professor, an employer, or extracurricular activity advisor. Letters of recommendation from relatives, personal and/or family friends are not acceptable.

4. Completed Application

All application materials, including the OptomCAS application, OAT scores (as reported to Midwestern University), and two letters of recommendation (as submitted to OptomCAS) must be received by the Office of Admissions on or before April 30th. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential entrance into the program.

Please note: Applicants are responsible for tracking the receipt of their application materials and verifying the status of their applications on the University website. The Office of Admissions will send qualified applicants instructions for checking the status of their application materials online.

Applicants are responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address.

Midwestern University
Office of Admissions

19555 North 59th Avenue
Glendale, AZ 85308
623/572-3215 or 888/247-9277
admissaz@midwestern.edu

Rolling Admissions

AZCOPT uses a rolling admissions process in which applications are processed and reviewed during regular intervals in the admissions cycle until the class is filled.

Interview Process

Before an invitation is issued to attend an on-campus interview, applicants must meet the admission requirements listed previously. After the Office of Admissions receives all required application materials, applicant files are reviewed to determine whether an applicant merits an invitation for an interview. Applicants may also be placed on a waiting list pending possible openings in a later part of the admissions cycle. Interviews are typically held between September and May. Invited applicants must attend an on-campus interview to receive further consideration in the admissions process.

The on-campus visit, which includes an interview session, generally takes five hours. Each interviewee will meet with at least two interviewers. Applicants will be evaluated on verbal communication skills, understanding of the optometry profession, commitment to patient care, and other elements as determined by the College. Applicants will also learn more about Midwestern University, AZCOPT, financial aid programs, student services, and campus housing, as well as tour the Glendale Campus.

Following the interview, an applicant's file will be forwarded to the Admissions Committee for review. The committee may recommend to accept, deny, or place students on an alternate list. Recommendations are then forwarded to the Dean for final approval. The Dean, via the Office of Admissions, notifies applicants of their status within two weeks of their interview date, provided that the file is complete.

Any request for withdrawal of an application must be made in writing.

Technical Standards

The Technical Standards set forth the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty to obtain the academic degree awarded by the College.

The following abilities and expectations must be met by all students admitted to the College with reasonable accommodation. Candidates must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but the

candidates should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of hearing, touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, measure, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the consistent, prompt completion of all responsibilities, and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn are all personal qualities required during the educational process.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the College Dean, will identify and discuss what accommodations, if any, the College would need to make that would allow the candidate to complete the curriculum. The College is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment at the College.

Reapplication Process

After receiving either denial or end-of-cycle letters, or after dismissal from the College, applicants may reapply for the

next enrollment cycle. Before reapplying, however, applicants should seek the advice of a MWU admissions counselor.

Transfer Admission Policy

AZCOPT may elect to accept transfer students from other U.S. accredited schools of optometry who are currently enrolled, are in good academic standing, and provide acceptable reason(s) for seeking transfer. Typically, students will transfer at the beginning of the second year of the curriculum.

Students requesting transfers must meet the College's general requirements for admission. They must also submit the following:

1. A letter to the Director of Admissions outlining the reasons for requesting transfer and explaining any difficulties encountered at the previous institutions
2. Course syllabi for all optometry coursework for which advanced standing credit is requested
3. Official scores from the Optometric Admissions Test (OAT)
4. Official transcripts from all schools attended - undergraduate, graduate, and professional
5. A letter from the dean of the college in which the student is enrolled that describes current academic status and terms of withdrawal or dismissal
6. Additional documents or letters of recommendation as determined necessary by the Director of Admissions or Dean

Following receipt of these materials, a decision by the Dean is made regarding whether or not the student merits an on-campus interview. If the student receives an invitation, he/she interviews with an appropriate interview team. The interview team then makes an admissions recommendation to the Dean, who is responsible for approving both the student's admissions status and class standing.

The transfer application must be received sufficiently early to allow for processing of the application, interview, and relocation of the student prior to the start of the next academic term.

Readmission after Dismissal for Poor Academic Performance

It is at the discretion of AZCOPT to readmit a student who has been dismissed for poor academic performance. To initiate the reapplication process, candidates must complete and submit a new application and proceed through the standard application process established by the program. Before reapplying, however, individuals should seek the advice of an admissions counselor, Associate Dean, or Dean. It is expected that the individual would have addressed documented deficiencies before reapplication and be able to demonstrate that he/she meets all admission requirements and technical standards of the College.

The College's Admissions Committee will review completed applications of candidates and submit recommendations to the Dean for action. The Dean, via the Office of Admissions, then notifies applicants in writing of admissions decisions.

No guarantee of readmission is implied, and questions related to advanced standing and similar issues will be addressed as they are for new applicants. Reapplications are allowed only within the first two years following dismissal and readmission will be granted only once.

GRADUATION REQUIREMENTS

To be eligible for graduation and to receive the degree Doctor of Optometry (O.D.), the student must meet the following requirements:

1. Follow an approved course of study acceptable to the College's Student Promotion and Graduation Committee and leading to the completion of all academic requirements for the degree.
2. Complete all required coursework and clinical rotations with passing grades and earn a cumulative GPA of at least 2.00.
3. Provide proof of passing Part I of the National Boards administered by the National Board of Examiners in Optometry (NBEO). It is the responsibility of the individual student to pass any national board examination.
4. Provide proof of taking either Part II of the National Boards administered by the NBEO or the Written Assessment portion of the Canadian Examiners in Optometry (CEO) Canadian Assessment of Competency in Optometry (CACO) examination.
5. Submit proof of passage of Part I of the National Boards plus proof of the taking of Part II of the National Boards administered by NBEO or the Written Assessment portion of the CACO examination to the Office of the Dean by January 5th of the year of graduation in order to be eligible to walk-through and participate in the graduation ceremony with their class and receive a diploma.
6. Be recommended for conferral of the degree Doctor of Optometry by the University Faculty Senate.
7. Settle all financial accounts with the University.
8. Complete all graduation clearance requirements as instructed by the Office of the Registrar.

In the event that a student does not pass Part I of the National Boards, the student may continue in the program. However, a student must pass Part I of the National Boards in order to graduate.

If a student is scheduled to take Part I of the National Boards in March or August of the year of graduation, the student is eligible to walk-through and participate in the graduation ceremony with their class, but will not receive a diploma until documentation is provided to show passage of Part I of the National Boards.

LICENSURE REQUIREMENTS

To obtain licensure, graduates must have completed the requirements established by each state or national licensing board. Licenses require successful passage of a country's national board examinations and may require the passage of additional state licensing exams. Postdoctoral requirements may vary among US states. The National Board of Examiners in Optometry (NBEO) administers complete integrated examinations in three parts that reflect the different stages of a candidate's optometric education and training. The earliest date for a student candidate to take the Part I examination is March of the third professional year at an accredited institution. The earliest date for a candidate to take the Part II examination is in December during the candidate's fourth year at an accredited institution. Students are eligible to take the Part III examination at the conclusion of their third year or at any time throughout their fourth year.

Students intending to practice in Canada must seek a Certificate of Competence in Optometry. This requires that they take and pass the Canadian Assessment of Competency in Optometry (CACO) examination which has Written and Practical (clinical skills) Assessments. A candidate is not eligible for registration for the spring or fall registration until they are enrolled in their final year of an optometry program. Candidates registering for a spring administration must graduate with an OD degree on or before June 30th following that administration. Candidates registering for a fall administration must graduate with an OD degree on or before November 30th following that administration.

It is the responsibility of the individual student to pass national board examinations. For additional information regarding licensure, contact the following agencies:

National Board of Examiners in Optometry
200 S. College Street, #2010
Charlotte, NC 28202
Phone: 800-969-EXAM (3926) or 704-332-9565
Fax: 704-332-9568
E-mail: nbeo@optometry.org
Website: www.optometry.org

or:

Canadian Examiners in Optometry
37 Sandiford Drive, Suite 403
Stouffville, Ontario
L4A 3Z2
Phone: 905-642-1373
Fax: 905-642-3786
E-mail: administration@ceo-eco.org
Website: www.CEO-ECO.org/

CURRICULUM

Total quarter credit hours required to complete program: 256.5

The College reserves the right to alter the curriculum as it deems appropriate.

For students admitted on or prior to August 2013, please refer to the published curriculum listing in the Midwestern University Catalog for 2014-2015.

First Year

Total Quarter Credit Hours Required: 61

Fall Quarter

| | | | |
|--------------|-------|-----------------------------------------------|-------------|
| BASIG | 1510 | Basic Science Integrated Sequence I | 4 |
| BASIG | 1511 | Basic Science Integrated Sequence II | 4 |
| BASIG | 1512 | Basic Science Integrated Sequence III | 4.5 |
| COREG | 1560J | Interprofessional Healthcare | 0.5 |
| OPTOG | 1510 | Clinical Services, Theory & Methods I | 3 |
| OPTOG | 1511 | Contemporary Issues in Health Care and Ethics | 0.5 |
| OPTOG | 1540 | Geometrical and Physical Optics I | 4 |
| OPTOG | 1560 | Ocular Anatomy and Physiology I | 2 |
| Total | | | 22.5 |

Winter Quarter

| | | | |
|--------------|-------|----------------------------------------|-----------|
| BASIG | 1513 | Basic Science Integrated Sequence IV | 2.5 |
| BASIG | 1514 | Basic Science Integrated Sequence V | 4.5 |
| BASIG | 1515 | Basic Science Integrated Sequence VI | 4.5 |
| COREG | 1570J | Interprofessional Healthcare | 0.5 |
| OPTOG | 1520 | Clinical Services, Theory & Methods II | 3 |
| OPTOG | 1550 | Geometrical and Physical Optics II | 4 |
| OPTOG | 1580 | Ocular Anatomy and Physiology II | 2 |
| Total | | | 21 |

Spring Quarter

| | | | |
|--------------|-------|-----------------------------------------|-------------|
| BASIG | 1516 | Basic Science Integrated Sequence VII | 3.5 |
| BASIG | 1517 | Basic Science Integrated Sequence VIII | 2.5 |
| BASIG | 1518 | Basic Science Integrated Sequence IX | 4 |
| COREG | 1580J | Interprofessional Healthcare | 0.5 |
| OPTOG | 1525 | Visual Optics | 2 |
| OPTOG | 1530 | Clinical Services, Theory & Methods III | 3 |
| OPTOG | 1590 | Ocular Anatomy and Physiology III | 2 |
| Total | | | 17.5 |

Second Year

Total Quarter Credit Hours Required: 56.5

Fall Quarter

| | | | |
|--------------|------|----------------------------------------------|-----------|
| OPTOG | 1620 | Visual Science: Monocular Sensory Processing | 3 |
| OPTOG | 1630 | Ophthalmic Optics I | 4 |
| OPTOG | 1640 | Ocular Disease I | 3 |
| OPTOG | 1650 | Clinical Services, Theory & Methods IV | 3 |
| OPTOG | 1670 | Research Design and Biostatistics | 1 |
| OPTOG | 1675 | Visual Neurophysiology | 2 |
| OPTOG | 1691 | Ocular Pharmacology I | 1 |
| PHARG | 1602 | General Pharmacology I | 2 |
| Total | | | 19 |

Winter Quarter

| | | | |
|-------|------|------------------------------------------------------|---|
| OPTOG | 1622 | Visual Science: Ocular Motility | 2 |
| OPTOG | 1632 | Ophthalmic Optics II | 4 |
| OPTOG | 1642 | Ocular Disease II | 3 |
| OPTOG | 1645 | Contact Lens I | 3 |
| OPTOG | 1652 | Clinical Services, Theory & Methods V | 3 |
| OPTOG | 1672 | Capstone Project: Literature Search and Study Design | 1 |
| OPTOG | 1692 | Ocular Pharmacology II | 1 |

| | | |
|--------------------------------------|-----------------------------------------------------------------------|-------------|
| PHARG 1623 | General Pharmacology II | 3 |
| Total | | 20 |
| Spring Quarter | | |
| OPTOG 1624 | Visual Science: Binocular Vision | 4 |
| OPTOG 1644 | Ocular Disease III | 3 |
| OPTOG 1646 | Contact Lens II | 3 |
| OPTOG 1654 | Clinical Services, Theory & Methods VI | 3 |
| OPTOG 1655 | Clinical Services Proficiency | 1 |
| OPTOG 1693 | Ocular Pharmacology III | 2.5 |
| OPTOG 1694 | Pediatric Optometry | 1 |
| Total | | 17.5 |
| Third Year | | |
| Total Quarter Credit Hours Required: | | 67 |
| Summer Quarter | | |
| OPTOG 1718 | Optometry Business Management I | 2 |
| OPTOG 1720 | Diagnosis and Management of Non-Strabismic Binocular Vision Disorders | 4 |
| OPTOG 1740 | Contact Lens III | 3 |
| OPTOG 1746 | Ocular Disease IV | 2 |
| OPTOG 1760 | Capstone Project: Data Collection and Analysis | 1 |
| OPTOG 1770 | Clinical Services VII | 6 |
| Total | | 18 |
| Fall Quarter | | |
| OPTOG 1722 | Diagnosis of Strabismus and Amblyopia | 4 |
| OPTOG 1771 | Clinical Services VIII | 6 |
| OPTOG 1785 | Visual Rehabilitation | 3 |
| OPTOG 1787 | Neuro-ophthalmic Disease | 2 |
| OPTOG 1790 | Clinical Case Analysis /Evidence Based Medicine | 2 |
| Total | | 17 |
| Winter Quarter | | |
| OPTOG 1700 | Clinical Medicine/Physical Assessment Laboratory | 3 |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------|
| OPTOG 1719 | Optometry Business Management II | 2 |
| OPTOG 1723 | Treatment and Management of Strabismus and Amblyopia | 3 |
| OPTOG 1728 | Therapeutic Ophthalmic Lasers | 2 |
| OPTOG 1772 | Clinical Services IX | 6 |
| Total | | 16 |
| Spring Quarter | | |
| OPTOG 1724 | Optometry Business Management III | 2 |
| OPTOG 1726 | Visual Information Processing, and Vision Related Learning Problems | 3 |
| OPTOG 1745 | Epidemiology, Public Health and the Optometric Profession | 2 |
| OPTOG 1761 | Capstone Project Poster Session | 3 |
| OPTOG 1773 | Clinical Services X | 6 |
| Total | | 16 |
| Fourth Year | | |
| Total Quarter Credit Hours Required: | | 72 |
| Summer Quarter | | |
| OPTOG 1800 | Clinical Services XI | 18 |
| Total | | 18 |
| Fall Quarter | | |
| OPTOG 1810 | Clinical Services XII | 18 |
| Total | | 18 |
| Winter Quarter | | |
| OPTOG 1820 | Clinical Services XIII | 18 |
| Total | | 18 |
| Spring Quarter | | |
| OPTOG 1830 | Clinical Services XIV | 18 |
| Total | | 18 |
| During their enrollment at AZCOPT, students may choose to take elective courses for enrichment. No minimum number of elective credits is required for graduation. Elective options may include, but are not limited to, the following: | | |
| CLMD 1354O | Being a Leader and the Effective Exercise of Leadership | 2 |
| ONEHG 1301J | One Health Grand Rounds | 2 |

| | | | |
|-------|------|-----------------------------|-------|
| OPTOG | 1351 | Study Skills Enhancement | 2 |
| OPTOG | 1382 | Selected Studies | 1-3 |
| | A-D | | |
| OPTOG | 1397 | Sports Vision Workshop | 1.5 |
| OPTOG | 1494 | Third Year Clinical Skills | 1-7.5 |
| | A-D | Enhancement | |
| OPTOG | 1495 | Fourth Year Clinical Skills | 1-18 |
| | A-D | Enhancement | |
| OPTOG | 1496 | Advanced Specialized Test | 1 |
| | | Interpretation | |
| OPTOG | 1498 | Spanish for Optometric Eye | 1.5 |
| | | Exams | |

COURSE DESCRIPTIONS

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description it is implied that there is no prerequisite.

BASIG 1510 Basic Science Integrated Sequence I

BASIG 1510 provides an overview of cell structure and function, including topics on molecular cell biology, metabolism, epithelium, general connective tissues, and blood. Module 1: Cell Biology outlines the basic histological structure and biochemical function of the cell. Module 2: Molecular Cell Biology and Metabolism focuses on transcription, translation, control of gene expression, and normal cell metabolism. Module 3: Epithelium, General Connective Tissues, and Blood defines the basic structure, function and biochemical characteristics of two basic histological tissues: epithelium and connective tissue. This module also includes an introduction to peripheral blood cells and hematopoiesis. The biochemical basis of hemostasis is described. Disorders of hemostasis and their consequences are discussed.

4 credits

BASIG 1511 Basic Science Integrated Sequence II

BASIG 1511 provides an overview of cancer, genetics, lymphatic system and immunology. In Module 4: Cancer and Genetics, emphasis is placed on DNA mutations, polymorphisms, patterns of inheritance in human diseases, cytogenetics, and molecular basis of cancer. Module 5: Lymphatic System and Immunology, includes gross anatomy and histology of the lymphatic system and structure/function of the immune system. Basic precepts of the lymphatic system and immunology will be applied to inflammation, tissue repair and healing. Understanding of immunology will be applied to immune responses to infectious agents. Also included are: development and pathology of immunologically-mediated diseases, immune responses to transplants, cancer, HIV infection, and therapeutic use of

drugs affecting the immune system.
4 credits

BASIG 1512 Basic Science Integrated Sequence III

BASIG 1512 provides an overview of infectious diseases, integument and blood disorders. Module 6: Introduction to Infectious Diseases provides fundamental understanding of basic concepts in microbiology to accurately identify and manage infectious diseases. The information will aid in the management of the patient's health and general well-being. In Module 7: Integument and Blood Disorders, students combine their knowledge of epithelium, connective tissue, and peripheral blood to learn the basic structure and function of the integument. This module further describes common infections and pathologies of the integument as well as blood-borne infections and blood disorders.

4.5 credits

BASIG 1513 Basic Science Integrated Sequence IV

BASIG 1513 provides an overview of the Musculoskeletal System (Module 8). Module 8 includes: the basic concepts of embryology, an introduction to gross anatomy, the structure and function of skeletal and smooth muscle and the development of bone and cartilage. Muscle membrane excitability and the molecular basis of muscle contraction are discussed. Diseases of bone and soft tissues are included. This module contains lectures and two laboratory sessions that describe upper extremity anatomy and function.

2.5 credits

BASIG 1514 Basic Science Integrated Sequence V

BASIG 1514 provides an overview of the structure and function of the nervous system and is composed of one module titled Nervous System (Module 9). This module begins by discussing the nervous system in terms of its organization, support systems, and structure including the histology of nervous tissue, brain biochemistry, and mechanisms of neurotransmission including development of action potentials and synaptic transmission. This is followed by nervous system development, and then descriptions of the structure and function of the somatosensory pathways, descending motor systems, auditory, vestibular, and visual systems, and finally finishing with the cerebral cortex. Common clinical concerns are also discussed including relevant microbiology and pathology.

4.5 credits

BASIG 1515 Basic Science Integrated Sequence VI

BASIG 1515 provides an overview of the structure and function of the Cardiovascular (Module 11) and Respiratory Systems (Module 12). Module 11: Cardiovascular System begins with a discussion of the anatomy, histology, and embryological development of the heart and circulatory system. Other topics included are cardiac muscle function,

electrophysiology of cardiac muscle, cardiac cycle, and cardiac performance. Control of cardiovascular function integrates discussions of hemodynamics, regional circulation, and arterial blood pressure. Module 12: Respiratory System discusses the anatomy and histology of the respiratory system, mechanics of breathing, gas transport, and regulation of respiration. Relevant topics in microbiology, pathophysiology, and pathology are described in both modules.

4.5 credits

BASIG 1516 Basic Science Integrated Sequence VII

BASIG 1516 provides an overview of the Endocrine System (Module 13) and the Gastrointestinal (GI) System (Module 14). In Module 13 the disciplines of histology and physiology describe the basic structure and normal function of the Endocrine System. Topics discussed include the hypothalamic control of endocrine secretion and regulation of individual endocrine organs. Common disorders of the Endocrine System are discussed by the pathology faculty. Module 14 Gastrointestinal System includes topics such as: chewing, swallowing and digestion. The gross anatomical, histological, physiological, microbiological, and pathological aspects of the GI system are discussed.

3.5 credits

BASIG 1517 Basic Science Integrated Sequence VIII

BASIG 1517 provides an overview of the Urogenital System (Module 15). Topics included in the first part of the module are: the anatomy of the urogenital system, histology of the urinary system, renal tubular transport mechanisms, the production of urine, the control of extracellular fluid volume, and acid/base balance. The second part of the module provides an overview of the structure and function of the Male and Female Reproductive Systems. Diseases of the urogenital system are discussed.

2.5 credits

BASIG 1518 Basic Science Integrated Sequence IX

BASIG 1518 provides an overview of the Gross Anatomy of the Head and Neck (Module 16). This module provides instruction in the fundamental head and neck gross anatomy information required for clinical training. Three-dimensional relationships among anatomical structures are reinforced by in-depth dissections of the head and neck. Students are expected to use this anatomical information to elucidate and solve case-based problems commonly seen in clinical practice. Student dissection of the head and neck is performed under faculty supervision during three 3-hour laboratories per week.

4 credits

COREG 1560J, 1570J, 1580J Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry,

Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.

Each course 0.5 credits

OPTOG 1510, 1520, 1530 Clinical Services, Theory & Methods I, II, III

This course sequence is an introduction to the theory and procedures that structure the examination of the eye. This includes instrumentation, examination methods, psychophysical techniques, appropriate patient instructions, protocols and recording of findings. Instruction is provided to foster progressive development of basic examination techniques including, but not limited to, medical and ocular history, visual acuity, color vision, cover test, depth perception, pupillary and visual pathways, external ocular examination, retinoscopy and refraction, and ophthalmoscopy.

Each course 3 credits

Prerequisite for OPTOG 1510 Clinical Services, Theory & Methods I: none

Prerequisite for OPTOG 1520 Clinical Services, Theory & Methods II: OPTOG 1510 Clinical Services, Theory & Methods I

Prerequisite for OPTOG 1530 Clinical Services, Theory & Methods III: OPTOG 1520 Clinical Services, Theory & Methods II

OPTOG 1511 Contemporary Issues in Health Care and Ethics

This course introduces students to the current issues faced by providers of primary eye care as well as ethical precepts that serve as foundations to providing health care to the public. Included is the history of optometry, the ethics and code of honor expectations of a professional program student, and the dynamic role of optometry in present day health systems.

0.5 credits

OPTOG 1525 Visual Optics

This course considers the eye as an optical system, including schematic eye models, refractive error, optical characteristics of the eye, stimulus to accommodation, retinal image size and quality, Purkinje images, entoptic phenomena, presbyopia, aphakia, intraocular implants and effects of radiation.

2 credits

Prerequisites: OPTOG 1550 Geometrical and Physical Optics II

OPTOG 1540, 1550 Geometrical and Physical Optics I, II

The course sequence provides an introduction to the qualitative and quantitative characterization of the behavior of light and optical systems as related to optometry. In Geometrical Optics, the basics of refraction at plane and spherical surfaces, image formation and magnification, spherical and sphero-cylindrical thin lenses, thin lens eye models, thick lenses, prisms, reflection and mirrors will be presented. Physical Optics presents conceptual and quantitative understanding of aberrations, characteristics of electromagnetic waves, diffraction, interference, fluorescence, polarization, scattering, photometry, lasers, and other applications.

Each course 4 credits

Prerequisite for OPTOG 1540 Geometrical and Physical Optics I: none

Prerequisite for OPTOG 1550 Geometrical and Physical Optics II: OPTO 1540 Geometrical and Physical Optics I

OPTOG 1560 Ocular Anatomy and Physiology I

This course series allows the student to understand and appreciate the anatomy, physiology and pathophysiology of the tissues and structures of the eye. Students will gain an understanding of the relationship of ocular anatomy and physiology to ocular pharmacology, biochemistry, and ocular pathophysiology. This course series will contain lectures and workshops.

2 credits

OPTOG 1580 Ocular Anatomy and Physiology II

This course series allows the student to understand and appreciate the anatomy, physiology and pathophysiology of the tissues and structures of the eye. Students will gain an understanding of the relationship of ocular anatomy and physiology to ocular pharmacology, biochemistry, and ocular pathophysiology. This course series will contain lectures and workshops.

2 credits

Prerequisite: OPTOG 1560 Ocular Anatomy and Physiology I

OPTOG 1590 Ocular Anatomy and Physiology III

This course series allows the student to understand and appreciate the anatomy, physiology and pathophysiology of the tissues and structures of the eye. Students will gain an understanding of the relationship of ocular anatomy and physiology to ocular pharmacology, biochemistry, and ocular pathophysiology. This course series will contain lectures and workshops.

2 credits

Prerequisite: OPTOG 1580 Ocular Anatomy and Physiology II

OPTOG 1620 Visual Science: Monocular Sensory Processing

The basic aspects of monocular vision, including light and dark adaptation, color vision, spatial and temporal resolution will be discussed. Gross electrical potentials and photometry will be explained. Students will learn how to measure visual performance and understand its application to clinical optometry.

3 credits

OPTOG 1622 Visual Science: Ocular Motility

This course focuses on characteristics, control, and deficits of the five somatic eye movement systems (convergence, saccadic version, pursuit, version, fixation maintenance, vestibular reflex) and the autonomic systems subserving accommodation, pupillary diameter and reflexes. The physiology of the extra ocular muscles and their relationship to strabismus is included in the course.

2 credits

OPTOG 1624 Visual Science: Binocular Vision

Students will learn about binocular sensory mechanisms of vision. This course will focus on the geometry of space and stereovision, and the underlying neuroanatomy and physiology of binocular vision. This course will include a discussion of the horopter, retinal correspondence, stereopsis, fusion, fixation disparity, rivalry and aniseikonia.

4 credits

OPTOG 1630, 1632 Ophthalmic Optics I, II

This course sequence covers the study of the physical and optical characteristics of ophthalmic lenses and prisms; the design and application of single vision, multifocal, occupational and progressive lens; the benefits and applications of ophthalmic lens materials, absorptive lenses, and lens treatments; and the proper measurement and fitting of ophthalmic lenses and frames.

Each course 4 credits

Prerequisite for OPTOG 1630 Ophthalmic Optics I: OPTOG 1525 Visual Optics

Prerequisite for OPTOG 1632 Ophthalmic Optics II: OPTOG 1630 Ophthalmic Optics I

OPTOG 1640, 1642, 1644, 1746 Ocular Disease I, II, III, IV

This course sequence covers signs and symptoms, pathophysiology, clinical course, differential diagnosis, treatment and management of ocular diseases of the anterior and posterior segment of the eye and ocular adnexa.

Prerequisite for OPTOG 1640 Ocular Disease I, 3 credits: none

Prerequisite for OPTOG 1642 Ocular Disease II, 3 credits: OPTOG 1640 Ocular Disease I

Prerequisite for OPTOG 1644 Ocular Disease III, 3 credits:

OPTOG 1642 Ocular Disease II

Prerequisite for OPTOG 1746 Ocular Disease IV, 2 credits:
OPTOG 1644 Ocular Disease III

OPTOG 1645, 1646, 1740 Contact Lens I, II, III

This course sequence includes a discussion of the theory and practice of contact lens design and contact lens fitting methodologies. Areas of discussion include corneal topography, design of materials, fabrication and modification of contact lenses, fitting and evaluation methodologies and procedures. This course sequence will also explore advanced contact lens applications for high and irregular astigmatism, keratoconus, presbyopia, post-surgical and irregular corneas, corneal reshaping, and ocular prosthetics.

Each course 3 credits

Prerequisite for OPTOG 1645 Contact Lens I: None

Prerequisite for OPTOG 1646 Contact Lens II: OPTOG 1645 Contact Lens I

Prerequisite for OPTOG 1740 Contact Lens III: OPTOG 1646 Contact Lens II

OPTOG 1650, 1652, 1654 Clinical Services, Theory & Methods IV, V, VI

This course sequence covers instrumentation, examination methods, psychophysical techniques, appropriate patient instructions and communication skills, protocols, and recording of findings. Instruction is provided to foster progressive development of basic examination techniques and assessment of binocular skills and ocular health. Students must successfully complete a proficiency examination at the end of each course before progressing into the next course in the sequence.

Each course 3 credits

Prerequisite for OPTOG 1650 Clinical Services, Theory & Methods IV: OPTOG 1530 Clinical Services, Theory & Methods III

Prerequisite for OPTOG 1652 Clinical Services, Theory & Methods V: OPTOG 1650 Clinical Services, Theory & Methods IV

Prerequisite for OPTOG 1654 Clinical Services, Theory & Methods VI: OPTOG 1652 Clinical Services, Theory & Methods V

OPTOG 1655 Clinical Services Proficiency

The objective of this course is to assess and verify the optometry student's level of competency in primary care optometry patient care skills. The course is designed to refine clinical procedures and culminates in a comprehensive clinical skills proficiency examination. Successful completion of this course qualifies the student to enter the Clinical Services VII – X course sequence.

1 credit

Prerequisite: OPTOG 1652 Clinical Services, Theory and Methods V

OPTOG 1670 Research Design and Biostatistics

Principles of research design and the application of biostatistical methods will be discussed. The course will include an overview of potential studies that the student may choose for their capstone project.

1 credit

OPTOG 1672 Capstone Project: Literature Search and Study Design

The student will decide on a project hypothesis, conduct a literature search and design the study. The project may be an extensive literature review, a series of clinical cases or an experiment of basic or clinical research design under the mentorship of a faculty member.

1 credit

OPTOG 1675 Visual Neurophysiology

This course discusses the neurophysiological basis of vision, from detection of light by the retina to the processing of complex visual scenes by the visual association cortex. Specific topics include basic neuronal physiology, signal transduction, receptive field construction, subcortical and cortical visual pathways, high-order visual processing, neurophysiological techniques for studying the visual system, and visual disorders with a neurophysiological basis.

2 credits

OPTOG 1691, 1692, 1693 Ocular Pharmacology I, II, III

This course sequence discusses the pharmaceutical treatment of ocular diseases. It will cover, in detail, the selection of drugs appropriate for the treatment of important ocular disorders and their methods of use. In-class practice of the use of pharmaceutical agents in disease treatment will be an important part of the learning experience. Specific topics include major classes of drugs used to treat ocular disorders and how they are employed, side effects of the use of both ocular and systemic drugs, common formulations used for ocular drugs, new pharmaceutical agents, and general pharmacology and toxicology.

Prerequisite for OPTOG 1691 Ocular Pharmacology I, 1 credit: None

Prerequisite for OPTOG 1692 Ocular Pharmacology II, 1 credit: OPTOG 1691 Ocular Pharmacology I

Prerequisite for OPTOG 1693 Ocular Pharmacology III, 2.5 credits: OPTOG 1692 Ocular Pharmacology II

OPTOG 1694 Pediatric Optometry

This course presents vision development and diagnostic strategies for examining infants, toddlers, and pre-schoolers. Discussion on how vision development guides treatment and management options in the pediatric population will be included. Application of pediatric tests for special needs patients and the diagnosis and management of vision problems and pathology commonly affecting this population

will be discussed.
1 credit

OPTOG 1700 Clinical Medicine/Physical Assessment Laboratory

This course is a multidisciplinary course that is team taught by faculty from various Midwestern University colleges and demonstrates the importance of the interdisciplinary approach as related to eye and vision care. This course is designed to provide a foundation for taking a medical history, performing a physical (H&P), evaluating the head, neck and pulmonary functions while covering various systems of the body (dermatology, rheumatology, pediatrics, and neurology). Ocular, subcutaneous, intra muscular and intravenous injections are a prominent aspect of the course as well as suturing, wound maintenance and autologous serum laboratories.

3 credits

OPTOG 1718 Optometry Business Management I

This course surveys the profession of optometry up to present day, provides details about planning for personal, professional and financial goals, managing debt, and building credit worthiness to prepare for professional life. Optometric career choices, modes and scope of optometric practice, as well as the advantages and disadvantages of the various paths are discussed. Emphasis is placed on the steps that should be initiated to prepare for a professional career.

2 credits

OPTOG 1719 Optometry Business Management II

The emphasis of this course is on enhancing a student's interpersonal skills and professionalism as part of patient care. Using a lecture/workshop format, emphasis is placed on the ethical implications of professional practice. Doctor/patient communication methods, practice marketing, patient retention, office production and benchmarking are presented. Clinico-legal aspects from record keeping, patient confidentiality, documentation, coding and billing, record release, and Americans with Disabilities Act (ADA) issues are also covered.

2 credits

OPTOG 1720 Diagnosis and Management of Non-Strabismic Binocular Vision Disorders

This course reviews the common non-strabismus diagnoses of accommodation, binocular vision, and eye movements. Specialized testing techniques will be presented as they relate to these diagnoses including tests of accommodative function, heterophoria, fixation disparity, associated phoria, graphical analysis, and various measures of eye movement skills. Appropriate therapies for these diagnoses such as lenses, prisms, and vision therapy will be outlined, and applications to sports-related visual skills will be discussed.

4 credits

Prerequisites: OPTOG 1624 Visual Science: Binocular Vision and OPTOG 1694 Pediatric Optometry

OPTOG 1722 Diagnosis of Strabismus and Amblyopia

This course will emphasize the principles and techniques of evaluating patients presenting with strabismus and amblyopia. An organized approach to a comprehensive evaluation is presented with an emphasis on the administration and interpretation of diagnostic testing procedures including the assessment of associated anomalies such as eccentric fixation, comitancy and anomalous correspondence.

4 credits

Prerequisite: OPTOG 1720 Diagnosis and Management of Non-Strabismic Binocular Vision Disorders

OPTOG 1723 Treatment and Management of Strabismus and Amblyopia

This course presents theoretical and clinical considerations in the management of strabismus and amblyopia including the rationale and methods for using lenses, prisms, occlusion, vision therapy, medication, and surgical referrals. Associated anomalies are discussed in terms of their significance and management.

3 credits

Prerequisite: OPTOG 1722 Diagnosis of Strabismus and Amblyopia

OPTOG 1724 Optometry Business Management III

This course is designed to provide educational information and exercises that facilitate the acquisition of knowledge and skills necessary for entering optometric practice. Students will be taught modern business principles and be able to select their preferred mode of practice. The desired outcome of the course is that the student will be able to select and take the steps needed to enter the best practice for their individual needs and future goals.

2 credits

OPTOG 1726 Visual Information Processing, and Vision Related Learning Problems

This course focuses on visual information processing testing and give students an organized approach to identify visual deficits that may have an impact on reading and learning. The doctrine behind standardized testing will be discussed. An overview of learning disabilities will be presented and students will be introduced to the multidisciplinary approach in management of vision related learning problems. Sequential management plans will be provided for treating patients with visual processing disorders. Students will be familiarized with current treatment options for acquired brain injury.

3 credits

Prerequisite: OPTOG 1723 Treatment and Management of Strabismus and Amblyopia

OPTOG 1728 Therapeutic Ophthalmic Lasers

This course provides an introduction to the theory and techniques of therapeutic ophthalmic lasers

2 credits

Prerequisites: OPTOG 1746 Ocular Disease IV

OPTOG 1745 Epidemiology, Public Health and the Optometric Profession

This course is an introduction to the epidemiology of ocular anomalies, overview of public and community health planning and care, and the role of the optometrist in community health promotion.

2 credits

OPTOG 1760 Capstone Project: Data Collection and Analysis

This course is a continuation of OPTOG 1672 Capstone Project: Literature Search and Study Design. The student will further develop the capstone project, collect the data and perform statistical data analysis on data results.

1 credit

OPTOG 1761 Capstone Project Poster Session

Beginning in the second year, students will develop the skills to design a project and perform statistical analysis of data. The project may be an extensive in depth literature review, a series of clinical cases or experiments of basic or clinical research. Students will be mentored by a faculty member and devote a year to conduct the necessary literature review and collect data. Finally, students will present their manuscript in a publishable format, and deliver a public presentation of the work during the spring of their third professional year.

3 credits

Prerequisite: OPTOG 1672 Capstone Project: Literature Search and Study Design

OPTOG 1770, 1771, 1772, 1773 Clinical Services VII, VIII, IX, X

The student will provide eye care services in the Primary Care Clinic at the Midwestern University Eye Institute. Students may also rotate through the Specialty Services (contact lens, pediatrics and vision therapy, electrodiagnostics, and ocular prosthetics). This course series focuses on progressive competence in the diagnosis, treatment, and management of visual dysfunction and ocular conditions. Students will additionally participate in lectures and case-based clinical seminars.

Each course 6 credits

Prerequisites for OPTOG 1770 Clinical Services VII, 6 credits: OPTOG 1654 Clinical Services, Theory & Methods VI, and OPTOG 1655 Clinical Services Proficiency

Prerequisite for OPTOG 1771 Clinical Services VIII, 6 credits: OPTOG 1770 Clinical Services VII

Prerequisite for OPTOG 1772 Clinical Services IX, 6 credits: OPTOG 1771 Clinical Services VIII

Prerequisite for OPTOG 1773 Clinical Services X, 6 credits: OPTOG 1772 Clinical Services IX

OPTOG 1785 Visual Rehabilitation

Visual Rehabilitation is an entry level course, which presents the fundamental knowledge of clinical low vision care and rehabilitation necessary to perform basic low vision examinations during the fourth year clinical rotation, and in a practice setting after graduation. This course is an overview of the strategies for visual rehabilitation examination of patients with visual impairments, neurological issues following traumatic brain injury, and the geriatric population in general.

3 credits

OPTOG 1787 Neuro-ophthalmic Disease

The diagnosis and management of neuro-ophthalmic diseases and ocular manifestations of neurological systemic diseases are discussed. Components of the neuro-ophthalmic examination, neuroimaging, and specialty testing are presented.

2 credits

OPTOG 1790 Clinical Case Analysis /Evidence Based Medicine

This course will focus on various aspects of evidence based medicine. Students will learn how to analyze medical literature and apply evidence-based information to patient scenarios through case presentations and group discussions.

2 credits

OPTOG 1800, 1810, 1820, 1830 Clinical Services XI, XII, XIII, XIV

The fourth professional year is designed to promote continued development of the student's emerging clinical problem-solving abilities. This is a series of full-time clinical rotations or externships. Students will rotate both at the Midwestern University Eye Institute and at approved external rotation sites. Direct patient care in individualized supervised clinical experiences is the focus. Interns Students will provide eye care services in the Primary Care, Ocular Disease, and Specialty Services which may include cornea and contact lenses, ocular disease, pediatric optometry, low vision rehabilitation, electro-diagnosis, vision therapy, sports vision and ocular prosthetics. Clinical decision making will be enhanced through challenging patient care problems that highlight or emphasize differential diagnosis, management decisions, referral decisions and follow-up, as well as address newer techniques and procedures for diagnosis and management. This course is comprised of patient care experiences.

Each course 18 credits

Prerequisite for OPTOG 1800 Clinical Services XI: OPTOG 1773 Clinical Services X

Prerequisite for OPTOG 1810 Clinical Services XII: OPTOG 1800 Clinical Services XI

Prerequisite for OPTOG 1820 Clinical Services XIII: OPTOG 1810 Clinical Services XII

Prerequisite for OPTOG 1830 Clinical Services XIV: OPTOG 1820 Clinical Services XIII

PHARG 1602, 1623 General Pharmacology I, II

These courses place an emphasis on the physical and chemical properties of the drugs, dosages, and therapeutic effects, methods of administration and indications/contraindications for the use of the drug.

Prerequisite for PHARG 1602 General Pharmacology I, 2 credits: none

Prerequisite for PHARG 1623 General Pharmacology II, 3 credits: PHARG 1602 General Pharmacology I

ELECTIVES

Prerequisites are listed for those courses with such requirements. When no prerequisite is listed in a course description, it is implied that there is no prerequisite.

CLMD 1354O Being a Leader and the Effective Exercise of Leadership

In the Being a Leader Course, you will discover that leadership doesn't always mean a position, a title, time, money, influence, or any of the traits typically "required" to be a leader or produce the results of a leader. Instead of more knowledge about leadership, you will gain access to actually being a leader and effectively exercising leadership as your natural self-expression. During the course conventional

thought will be challenged, new ways of thinking will emerge, and you will leave with new actions to create even greater success in the areas of life and leadership that matter most.

2 credits

ONEHG 1301J One Health Grand Rounds

This elective course is designed to foster interest and discussion on major public health issues, and promote interprofessional study and research related to One Health. Each topic will focus on key challenges related to a specific health topic and explore cutting-edge scientific evidence and potential impact of different interventions. The outcome will be to highlight how these challenges are being addressed at the national, state, and/or local levels and propose recommendations for future research and practice.

2 credits

OPTOG 1351 Study Skills Enhancement

This course allows students to understand and apply test taking strategies in order to increase their success in professional studies.

2 credits

Prerequisites: Permission from the course director

OPTOG 1382 A-D Selected Studies

This course allows students to pursue their special interests. This may include writing of abstracts or a review of current vision science literature. This may be repeated for credit with permission of the instructor.

1-3 credits

Prerequisites: Permission from the course director

OPTOG 1397 Sports Vision Workshop

This course presents the basics of sports vision evaluation and therapy. The steps involved in performing a comprehensive sports vision examination as well as techniques to evaluate visual performance in sports will be discussed and demonstrated. Different considerations for sports vision will be discussed, including: refractive compensation, prevention and management of ocular injury, assessment and remediation of functional vision inefficiencies, assessment of sports-specific visual abilities, vision enhancement training techniques, and sports vision consultation. This is a lecture/workshop course design.

1.5 credits

Prerequisites: Permission from the course director

OPTOG 1494 A-D Third Year Clinical Skills Enhancement

Individualized supervised clinical experiences to enhance the examination skills of students are the focus of this course. This course may be repeated for credit.

1-7.5 credits

Prerequisites: Permission from the course director

OPTOG 1495 A-D Fourth Year Clinical Skills Enhancement

Individualized supervised clinical experiences to enhance the examination skills of students are the focus of this course.

This course may be repeated for credit.

1-18 credits

OPTOG 1496 Advanced Specialized Test Interpretation

This course is designed to augment the basic education on specialty test indications and their results. This course will explore image acquisition, interpretation, clinical correlates and their application to patient care.

1 credit

Prerequisites: Permission from the course director

OPTOG 1498 Spanish for Optometric Eye Exams

Students develop basic communication skills in Spanish. This course emphasizes the vocabulary associated with the optometric examination. This course is for students with minimal knowledge of the Spanish language.

1.5 credits

Prerequisites: Permission from the course director

OPTOG 1597 A-C Optometric Competency Course

This series of courses serves to enhance the mastery of optometry skills, techniques and concepts. A course in the sequence is assigned by the Student Promotion and Graduation Committee to a student who has been academically decelerated after receiving a non-passing grade in a required course within the Doctor of Optometry curriculum. The course is assigned for 1-12 credit hours during the quarter in which a student repeats the failed course. The assigned course will include content previously completed, that is deemed critical for success in the Doctor of Optometry curriculum. This is a pass/fail course; letter grades are not assigned. A student who fails to successfully complete the assigned Optometric Competency Course will be referred to the Student Promotion and Graduation Committee and may be dismissed from the college.

1-12 credits

Prerequisite: Approval of the Student Promotion and Graduation Committee, Associate Dean of Academic Affairs, or Dean

OPTOG 1697 A-C Optometric Competency Course

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Optometry curriculum. This is a pass/fail course; letter grades are not assigned. A student who fails to successfully complete the assigned Optometric Competency Course will be referred to the Student Promotion and Graduation Committee and may be dismissed from the college.

1-12 credits

Prerequisite: Approval of the Student Promotion and Graduation Committee, Associate Dean of Academic Affairs, or Dean

OPTOG 1797 A-D Optometric Competency Course

This series of courses serves to enhance the mastery of optometry skills, techniques and concepts. A course in the sequence is assigned by the Student Promotion and Graduation Committee to a student who has been academically decelerated after receiving a non-passing grade in a required course within the Doctor of Optometry curriculum. The course is assigned for 1-12 credit hours during the quarter in which a student repeats the failed course. The assigned course will include content previously completed, that is deemed critical for success in the Doctor of Optometry curriculum. This is a pass/fail course; letter grades are not assigned. A student who fails to successfully complete the assigned Optometric Competency Course will be referred to the Student Promotion and Graduation Committee and may be dismissed from the college.

1-12 credits

Prerequisite: Approval of the Student Promotion and Graduation Committee, Associate Dean of Academic Affairs, or Dean

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Student Promotion and Graduation Committee

The Student Promotion and Graduation Committee (SPGC) is responsible for enforcing the published academic and professional standards established by the faculty and for assuring that they are met by all students enrolled in each program. As such, this Committee establishes the criteria and policies and procedures for student advancement and graduation, as well as academic probation, dismissal, and readmission. This Committee meets at a minimum at the

end of each academic quarter to review the academic progress and performance of students enrolled in the program in relation to institutional academic policies. At the end of the academic year, the Committee assesses the academic and professional progress and performance of each student. If the student's progress is satisfactory, the student is promoted to the next academic year, provided all tuition and fees have been paid. Finally, the Committee also identifies and recommends to the MWU Faculty Senate candidates for graduation.

If a student fails to make satisfactory progress in completing the prescribed course of study, the Committee shall take appropriate action to correct the deficiency (ies). In instances involving repeated failures of a student to maintain satisfactory academic/professional progress, the Committee may recommend dismissal.

If a student's academic performance is scheduled for discussion during a Student Promotion and Graduation Committee meeting and the result could change the student's status in the college (extended program or dismissal), then the student will be invited to either appear personally before the committee or submit a letter or documentation to be presented at the meeting on their behalf. The invited students must indicate, in writing, their intention to appear or provide their materials 24 hours prior to the scheduled meeting to the Associate Dean of Academic Affairs. If the student chooses to appear before the Committee, this prerogative extends to the involved student only and not to any other individuals. The information will be provided to the Chair and committee members of the SPGC.

Among the options available to the Committee in regard to unsatisfactory student performance are:

- That a written caution be provided to the student.
- That the student:
- be placed on academic probation for a specified period of time;
- take an alternative approved course offered at another college or university;
- repeat the course(s) in which there is a failure when the course is offered again in the curriculum;
- be placed in an extended program;
- require that the student take additional coursework (e.g., OPTOG 1597 A-C, OPTOG 1697 A-C, or OPTOG 1797 A-D); or
- be dismissed from the College.

Within two working days following the Committee Meeting, the Associate Dean is responsible for providing notification in writing with a delivery confirmation (i.e., next-day express mail, e-mail, or hand-delivery) to the involved student, informing him/her of the recommendation of the

Committee. The Associate Dean is responsible for reviewing all recommendations for consistency with stated College academic policies and practices. The Dean or Associate Dean is responsible for providing written notification to all appropriate academic support offices (i.e., Registrar, Student Financial Services, etc.).

Academic Standards

An annual didactic grade point average will be used as the central measure of academic performance. It is calculated from all didactic and clinical courses from a particular professional year. Grades earned in courses taken prior to matriculation in the professional program and grades earned for courses taken at the College in a more advanced professional year than that in which the student is enrolled, are not included in the calculation of this annual grade point average. Grades earned for courses taken at another institution while enrolled in the professional program are included in the calculation of this annual grade point average if the transfer coursework was approved by the Student Promotion and Graduation Committee.

Students must maintain an annual grade point average of 2.00 in their professional program to remain in good academic standing. If a student's annual grade point average drops below 2.00 at the end of any quarter during the academic year, or the student earns a grade of "F/WF" in one or more courses, the student is notified, in writing that he/she is being placed on academic probation for the next academic quarter. Probation represents notice that continued inadequate academic performance may result in dismissal from the program and the College.

If the student has an annual grade point average less than 2.00 at the end of an academic year, or has earned one or two "F/WF" grades in a quarter the student will be either dismissed or will be placed in an extended program (academic deceleration). The extended program year must take place in the year immediately following and the student will be required to successfully repeat all the courses in which the grades of "W/F/WF" were received and successfully complete any and all additional courses as assigned by the Student Promotion and Graduation Committee. A student is allowed to go through an extended program only once. To be returned to good academic standing, a student must raise his/her annual grade point average to 2.00 or above at the end of the repeat year. Such a student reenters the next professional year curriculum and resumes a full load. A reentering student must achieve a cumulative grade point average of 2.00 at the end of each quarter to continue at AZCOPT.

If the student does not meet the criteria for satisfactory academic performance at the end of the extended program, he/she will be dismissed.

If the student earns an "F/WF" in three or more courses overall, and/ or fails a repeated course, the student will be dismissed from the College. The dismissal is based on the determination by the Committee that the student has not satisfactorily demonstrated that he or she possesses the aptitude to successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program.

Academic recommendations are made by the Student Promotion and Graduation Committee to the Associate Dean of Academic Affairs. Students will be notified, in writing, within two working days following the committee meeting regarding the recommendations of the Committee.

The following policies also guide decisions made by the Student Promotion and Graduation Committee:

1. A student must pass all required courses before entering the next year of the professional program.
2. Students placed on an extended program must pass any and all additional required courses assigned by the Student Promotion and Graduation Committee.
3. A student placed on an extended program at any time during the program is not eligible to sit for administration of the National Board of Examiners in Optometry (NBEO) Part I in March of the third professional year. The student is subject to the following additional requirements:
 - a) Assignment to the Midwestern University Eye Institute for the first fourth year clinical rotation, pending availability, to ensure that College and University resources are available during the student's preparation for the National Board Exam
 - b) Registration for NBEO Part I exam administration that is no earlier than August of the fourth professional year
 - c) Mandatory submission of an NBEO preparation calendar and mandatory twice a month meetings with the Associate Dean of Academic Affairs to review self-study material and to verify the student's study progress.A student placed on an extended program during the program may submit a waiver request of policy item number 3 above to the Student Promotion and Graduation Committee. To be eligible for a waiver, a student must have a cumulative GPA of 3.00 or higher and receive a letter grade of B+ or higher in every course after being put on an extended program. Students who have received more than one non-passing grade during their enrollment at AZCOPT are ineligible to apply for a waiver of policy item number 3 regardless of whether the non-passing grade has been successfully repeated. The Student Promotion and Graduation Committee will review all waiver requests on an individual basis. The decision of the Student Promotion and Graduation Committee on a waiver request is final. All waiver requests must be submitted to the Associate Dean of Academic Affairs on or before December 1st of the third

professional year for consideration. Any waiver request submitted after the December 1st deadline will not be considered by the Student Promotion and Graduation Committee.

4. Students must successfully resolve all "I" (Incomplete) and "IP" (In-Progress) grades before beginning externship.
5. To proceed with externship, a student must earn an annual didactic grade point average (GPA) of at least 2.00 for the third professional year.
6. In the event that a student does not pass NBEO Part I, the student may continue in the program. However, a student must pass NBEO Part I in order to graduate.

Appeal Process

Following notification of a decision for dismissal or academic deceleration, a student may appeal, in writing, the decision to the Dean. Such appeals must be received by the Dean within three working days after the student is officially notified of the dismissal or deceleration decision. A narrative explaining the basis of the appeal should accompany the request. An appeal must be based on one of the following premises:

1. Bias of one or more Committee members.
2. Material information not available to the Committee at the time of its initial decision.
3. Procedural error.

The Dean will review the appeal request and narrative and decide if there is sufficient information to convene a meeting of the Student Promotion and Graduation Committee, which would be asked to provide a recommendation to the Dean on the appeal request. Once a decision is made to convene a Committee meeting, the student requesting an appeal shall be notified in writing with a delivery confirmation (i.e., e-mail or hand delivery) by the Associate Dean at least two working days in advance of the scheduled Committee meeting in which the student's appeal will be heard. The student will be invited to either appear personally before the committee or submit a letter or documentation to be presented at the meeting on their behalf. The invited students must indicate, in writing, their intention to appear or provide their materials 24 hours prior to the scheduled meeting to the Associate Dean of Academic Affairs. The information will be provided to the Chair and committee members of the SPGC. If the student chooses to appear before the Committee, this prerogative extends to the involved student only and not to any other individuals. The Committee submits its recommendation to the Dean. Upon receipt of the Committee's recommendation, the Dean makes the final decision, typically within ten working days.

Dismissal

A student may be dismissed from the College for academic reasons upon the recommendation of the Student Promotion

and Graduation Committee. The dismissal is based on the determination by the Committee that the student has not satisfactorily demonstrated that he or she possesses the aptitude to successfully achieve the standards and requirements set forth in the academic policies and professional expectations for the program.

Extended Program

Problems may arise that may necessitate the deceleration of a student's academic course load. Accordingly, an individual's academic course load may be reduced so that the student enters what is termed an extended program or split academic course of study. Such a program rearranges the course schedule so that the normal time period for the program is extended, usually by one additional year. Only enrolled students may enter an extended program. To enter an extended program, either one or both of the following conditions must be met:

1. Personal hardship. If a student is experiencing unusual stresses in life and an extended academic load could alleviate added stress, the student may petition the College for an extended program. This petition is to be submitted to the Dean or Associate Dean of Academic Affairs and may not be automatically granted, but may be approved in exceptional circumstances. The Dean, Associate Dean, and Assistant Dean are responsible for reviewing and assessing the petition and may forward it to the Student Promotion and Graduation Committee if appropriate. The student will be informed of the decision, in writing, by the Associate Dean of Academic Affairs.
2. Academic. As described above, a student ending an academic year with an annual GPA of less than 2.00 may be given the option to repeat courses from that year in which "F" grades were received. A student may be placed on an extended program for academic reasons at the discretion of the Student Promotion and Graduation Committee. A student placed on an extended program for academic reasons is automatically placed on academic probation and may not be returned to good academic standing until the extended program is completed. In addition, the Student Promotion and Graduation Committee may require the student to take additional coursework to strengthen and /or maintain mastery of optometric skills, techniques and concepts during the extended program. In this case, the additional coursework will be considered as required courses for graduation. If a student earns a failing grade in this additional course work, the student will be referred to the Student Promotion and Graduation Committee.

If a student is placed on an extended program, such action does not modify or limit the committee's actions for dismissal. Thus, the student may be dismissed for academic reasons while on an extended program.

A student placed on an extended program for academic reasons will be returned to good academic standing when he/she reenters the prescribed academic program and completes all courses that were unsatisfactory and are required for graduation and successfully complete any and all additional courses as assigned by the Student Promotion and Graduation Committee.

A reentering student must achieve a cumulative grade point average of 2.00 at the end of each quarter to continue at the college. A student is allowed to go through an extended program only once.

Externship Failure (refers to OPTO 1800, 1810, 1820, and 1830 Clinical Services XI-XIV)

Externships are completed sequentially. If a student receives an "F/WF" in an externship he/she may appeal the failing grade, in writing, to the course director. This must be within 2 calendar days after the grade is posted. The course director will act on this appeal and must inform the student, in writing, within 2 business days of this decision. If the appeal is accepted the course director may place the student on an individualized education plan (IEP) under the direction of the course director and may require that the student take coursework. The course director's options are not limited to the above and can be modified on a case-by-case basis. If the course director decides to uphold the "F/WF", the matter will be forwarded to the Student Promotion and Graduation Committee who may exercise any combination of the following sequence:

- Place the student in an extended program, if eligible;
- Put the student on a leave of absence to undergo a period of independent study;
- Require the student to repeat the failed externship rotation; or
- Be dismissed from the program.

If the student does not successfully complete the assigned options or receives an "F/WF" in the reassigned or repeated externship he/she will be dismissed from the program. Students are allowed only one failed or withdrawn failed externship, and only one retake of the failed or withdrawn failed externship while enrolled at the College.

STUDENT ADMINISTRATIVE POLICIES

Advanced Standing

All requests for advanced standing by newly admitted, transfer, or enrolled students are processed on a course-by-course basis by the Student Promotion and Graduation Committee. The Office of the Dean provides staff support for such evaluations. To request such consideration, a student should submit a letter of request to the Dean in which the student lists a course(s) previously taken at an accredited

college or university which might be similar in content to a professional course(s) that he/she is scheduled to take. The student is advised to provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken, as well. For some courses, a student may be required to take a comprehensive challenge exam. All requests must be submitted at least three weeks prior to the start of the course being considered. The decision of the committee is forwarded to the Dean as a recommendation to either grant or deny advanced standing. Advanced standing will be considered for coursework taken in which a letter grade of "C" or better has been earned. A "C-" letter grade is not acceptable for advanced standing consideration.

No advanced standing will be awarded for professional coursework completed at a foreign college.

Attendance

Upon acceptance to AZCOPT, students are expected to devote their entire efforts to the academic curriculum. The College actively discourages employment that will conflict with a student's ability to perform while didactic courses and externships are in session and will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, or individual didactic or experiential course functions. Class attendance is mandatory for all students during externship.

Class Standing

To achieve the status of a second-year student in the professional program, students must have successfully completed all requisite first-year courses and earned an annual GPA of 2.00. To achieve the status of a third-year student in the professional program, students must have successfully completed all requisite second-year courses and earned an annual GPA of 2.00. To achieve the status of a fourth-year student in the professional program, students must have successfully completed all requisite third-year courses, and earned an annual GPA of 2.00.

Disciplinary Probation

Disciplinary probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 of the Midwestern University Student Handbook or as defined in

the Clinic Manuals. Disciplinary probation is not noted on the transcript but is kept in the student's file. Disciplinary probation information may be shared with clinical sites that are affiliated with Midwestern University educational programs.

Grades

Letter grades corresponding to the level of achievement in each course are assigned based on the results of examinations, required coursework, and, as applicable, other criteria established for each course as follows. Individual faculty have the prerogative to use a plus/minus letter grading system or a whole letter grading system. Elective courses may be offered as pass/fail upon the direction of the faculty.

Courses are recorded in terms of quarter hour(s) of credit. Multiplication of the credits for a course by the numeric value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in those courses gives the grade point average.

Grades reported as "W", "W/F", and "P" are recorded on a student's permanent record but are not used in the calculation of a student's grade point average. Similarly, a grade of "I" or "IP" may be assigned and is used only when special/extenuating circumstances exist (e.g., prolonged illness, family crisis, etc), which prevent a student from completing the necessary course requirements on time in order to receive a grade. "W/F" may be considered a failure by the Student Promotion and Graduation Committee.

If a student receives an "F" grade in a course, that grade will be recorded on his/her transcript. This deficiency may be corrected as recommended by the Student Promotion and Graduation Committee by repeating the failed course. When a course is repeated, the student may earn a maximum grade of "C". Following successful repetition of the course, the permanent record of the student will be updated to indicate that the failing grade has been successfully corrected. The grade earned each time is recorded, but only the most recent grade is used in the computation of the student's cumulative grade point average.

Grade and Quality Point Scale

| Grade | Quality Points (per credit) | Comments |
|-------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 4.000 | - |
| A- | 3.670 | - |
| B+ | 3.330 | - |
| B | 3.000 | - |
| B- | 2.670 | - |
| C+ | 2.330 | - |
| C | 2.000 | - |
| F | 0.000 | - |
| I | 0.000 | An Incomplete (I) grade may be assigned by an instructor when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 calendar days from the end of final exams for the quarter. In the case of courses ending prior to final exam week, it is the obligation of the course director to monitor the use and resolution of the incomplete grade, with notice to the Registrar. |
| IP | 0.000 | An In-Progress (IP) grade may be assigned when extenuating circumstances make it necessary to extend the grade completion period past 10 calendar days (e.g. illness, family death). Authorization by the Dean is required, and the completion period should not typically exceed one quarter. |
| P | 0.000 | Pass (for a pass/fail course); designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. Grade of "P" is counted toward credit hour accruals for graduation but does not affect GPA calculations. |
| F | 0.000 | Fail (for a pass/fail course); designation indicates that the student has not made satisfactory progress or completed required coursework satisfactorily. Grade of "F" is counted toward credit hour accruals as attempted but not completed. Grade of "F" is calculated into the GPA (quality points are lowered due to unsuccessful course completion). |
| W | 0.000 | Withdrawal is given if the work completed up to the time of withdrawal was satisfactory. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. |
| W/F | 0.000 | Withdrawal/Failing is given if the work completed up to the time of withdrawal is below the passing grade level for the Program/School. This grade is not counted in any GPA calculation and is not counted in credit hour accruals for graduation. "W/F" may be considered as a failure by a Student Academic Review Committee. Multiple "F's" and "W/F's" can be grounds for dismissal. |
| AU | 0.000 | This designation indicates an audited course in which a student is registered with the understanding that neither academic credit nor a grade is earned. The status of the course cannot be changed from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation. |
| AP | | This designation indicates the decision of a college to award academic credit that precludes a student from taking required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals, but is not counted in the GPA calculation. |

Grade Appeals

A student whose academic progress will be subject to review by the Student Promotion and Graduation Committee and who wishes to appeal a grade must do so in an expedited manner prior to the scheduled meeting of the committee. In this case, an appeal of a didactic course grade must be submitted within one business day following posting of the grade and must be based on one of the following premises:

- Factual errors in course assessment tools
- Mathematical error in calculating the final grade
- Bias

The course director must act on this appeal within one business day. If the appeal is denied, the student has the right to appeal the decision to the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs should notify the student of his/her decision within one business day following receipt of the student's reappeal. The decision of the Associate Dean of Academic Affairs is final.

An appeal of a failing clinical clerkship or rotation grade must be submitted within two business days after a grade for rotation is posted. The course director must act on this appeal within two business days. If the appeal is denied, the student has the right to appeal the decision to the Assistant Dean of Clinical Affairs. The Assistant Dean of Clinical Affairs should notify the student of his/her decision within one business day following receipt of the student's reappeal. The decision of the Assistant Dean of Clinical Affairs is final.

Any extension of the time for student appeal or course director's decision must be approved by the College Dean. All appeals and decisions must be communicated in written form.

Immunizations

Students enrolled in a program with a clinical component are required to follow the immunization policy as outlined in the immunization section of the University's Student Handbook. Immunization requirements for Arizona College of Optometry students are subject to applicable current state health department protocol and affiliated rotation requirements. Students who do not follow the immunization policy by the stated deadline may jeopardize continued enrollment in the college. If, at any time, immunizations expire or are not up to date, the student may be suspended until such time that they are in full compliance with this requirement.

Prerequisites for Courses

Prerequisites for courses may be established by the department that administers the course. Prerequisites are recommended to the Curriculum Committee for approval

and are listed with the course description in the catalog. On a case-by-case basis, prerequisites may be waived upon approval by the Assistant/Associate Dean of the division that delivers the course.

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Associate Professor

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Professor

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Assistant Professor

Thomas L. Broderick, Ph.D.

University of Alberta
Professor

Gerald Call, Ph.D.

University of Kansas Medical Center
Associate Professor

Chad C. Carroll, Ph.D.

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Assistant Professor

Linda M. Walters, Ph.D.
Loyola University, Stritch School of Medicine
Professor

Y. Gloria Yueh, Ph.D.
University of Connecticut
Professor

COLLEGE OF VETERINARY MEDICINE

MISSION

Our mission is to improve animal and human life through innovative veterinary education, state-of-the-art health care services, and scholarly work relevant to the principles of One Health.

VISION

Be a leader in veterinary medical education and be recognized for creating, developing, and implementing an innovative D.V.M. curriculum that focuses on producing graduates who are competent and confident in "Day-One" skills.

CORE VALUES

In pursuit of its mission, the College is guided by this set of core values:

- Teamwork
- Personal integrity
- Professionalism
- Trust
- Respect
- Adaptability

ACCREDITATION

Midwestern University CVM has initiated the process for accreditation through the American Veterinary Medical Association's Council on Education (AVMA - COE). In October, 2014, the AVMA-COE extended provisional accreditation to the College.

DEGREE DESCRIPTION

Upon graduation from CVM, the Doctor of Veterinary Medicine (D.V.M.) degree is granted. The length of the course of study for the program is four academic years (13 quarters). The curriculum begins with 2 2/3 years (8 quarters) of basic and clinical science instruction and laboratories. The final 1 1/3 years (5 quarters) consists of clinical experiences and rotations including applicable didactic material.

ADMISSIONS

Midwestern University CVM considers for admission students who possess the academic, professional, and personal qualities necessary for becoming exemplary veterinary professionals. Students seeking admission to CVM must:

- Demonstrate an understanding of the veterinary medical profession
- Demonstrate service orientation through community service or extracurricular activities
- Have proper motivation for and commitment to the veterinary profession as demonstrated by previous salaried work, volunteer work, or other life experiences
- Possess the communication skills necessary to interact with patients, clients, and colleagues
- Pass the Midwestern University criminal background check
- Abide by Midwestern University's Drug-Free Workplace and Substance Abuse Policy.
- Meet the Technical Standards for the College (see below).

Competitive Admissions

Within its competitive admissions framework, the College uses multiple criteria to select the most qualified candidates from the applicant pool. Applicants are evaluated and selected based on their academic coursework, performance on the GRE, letters of recommendation, experience in veterinary-related activities, and interviews. It is highly advisable that applicants have significant veterinary, animal, research, or biomedical experience to strengthen their applications.

Rolling Admissions

CVM uses a rolling admissions process in which applications are reviewed, and interviews are conducted at regular intervals during the admissions cycle. Selection decisions for the College are made throughout the admissions cycle.

Application Process

CVM uses the Veterinary Medical College Application Service (VMCAS). The VMCAS application is available online at www.aavmc.org. The VMCAS application cycle

opens in June of each year. The official VMCAS application deadline is generally in the first week of October.

Students who do not apply through VMCAS, or who have not met the VMCAS deadlines, must apply directly to the Midwestern University Office of Admissions. The direct application cycle will begin the first week of October, and the application will be available online at www.midwestern.edu.

Requests for withdrawing an application must be submitted in writing.

In accordance with the Association of American Veterinary Medical Colleges acceptance deadline policy, students are not required to accept or reject an offer of admission until April 15. Students may accept or reject earlier if so inclined. If a signed letter accepting admission and the required deposit are not received by April 15, the offer of admission may be withdrawn.

Admission Requirements

Students seeking admission to the CVM must submit documentation of the following:

1. Completion of prerequisite coursework or plans to complete the coursework prior to matriculation (confirmed by official transcripts).
 - a. Minimum science and minimum total cumulative GPA of 2.75 on a 4.00 scale.
 - b. No grade lower than a C in any course will be accepted for credit. (Pass/fail and satisfactory/unsatisfactory grading is not acceptable in prerequisite science courses).
2. Completion of a minimum of 240 hours (6 weeks) of experience in veterinary practice, health sciences field, or biomedical research. Students with additional hours of work experience will present a stronger case for admission.
3. Competitive scores on the GRE General Test taken no more than 5 years prior to the planned enrollment year.
4. Three letters of recommendation.
 - a. At least one of the letters must be from a veterinarian.
 - b. The other letters can be from other veterinarians, undergraduate science professors, or from someone who can testify to the integrity and ethical standards of the applicant.
 - c. Letters written by family members are not acceptable.
 - d. Letters must be submitted by evaluators. Letters submitted by students are not accepted by the Office of Admissions.
5. Although not required, a Bachelor's degree will make a candidate more competitive.
6. A minimum of 64 total semester hours/96 quarter hours.

Admission Prerequisites

| Prerequisite Courses | Sem Hrs | Qtr Hrs |
|----------------------------|---------|---------|
| Biochemistry | 3 | 4 |
| Biology | 8 | 12 |
| General Chemistry with lab | 8 | 12 |
| Organic Chemistry with lab | 8 | 12 |
| Mathematics* | 6 | 9 |
| Physics with lab | 4 | 6 |
| English Composition | 6 | 9 |
| Science electives** | 8 | 12 |

*Mathematics courses must be college algebra or higher; Advanced Placement math courses may be substituted for college courses.

**Science electives include cell biology, physiology, microbiology, genetics, animal nutrition, etc.

Interview and Selection Process

Applicants are responsible for tracking the receipt of their application materials and verifying the status of their application on the University website. Instructions for accessing application information on the University website will be sent to each applicant via email by the Office of Admissions. Applicants must keep the Office of Admissions informed of any changes in contact information.

The Midwestern University Office of Admissions will verify completed applications and will determine which applicants merit an interview based on criteria established by the CVM Admissions Committee. On campus interviews are a required part of the process and are conducted on a rolling basis. The interview day will include an interview by a two-member panel, tour of the facilities and an overview of the D.V.M. program. The Admissions Committee may recommend to accept or to deny the applicant or to place the applicant on an alternate list. Students will be notified of their status by the Office of Admissions.

Technical Standards

A candidate must have abilities and skills in five areas:

- **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and sense of touch and is enhanced by the functional use of all of the other senses.
- **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form, and be able to perceive nonverbal communication.

- **Motor:** The candidate must be able to coordinate both gross and fine muscular movements, maintain equilibrium, and have functional use of the senses of touch and vision. The candidate must possess sufficient strength, postural control, neuromuscular control, and eye-to-hand coordination to perform profession-specific skills and tasks.
- **Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem-solve, measure, calculate, reason, analyze, record, and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
- **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the consistent, prompt completion of all responsibilities, and the development of mature, sensitive and effective relationships. The candidate must be able to tolerate physically, mentally and emotionally taxing workloads, and to function effectively under those conditions. The practice of veterinary medicine requires compassion, integrity, and effective interpersonal skills.

Candidates are required to certify that they understand and meet these Technical Standards. Candidates who may not meet the Technical Standards (as with certain physical or medical disabilities) must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the CVM Dean, will identify and discuss what accommodations, if any, the College would need to make to allow the candidate to complete the curriculum. Technological compensation can be made for some limitations in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The College is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of their enrollment.

Reapplication Process

After receiving either denial or end-of-cycle letters, or a letter of dismissal from the college, applicants/students may reapply for the next enrollment cycle. Before reapplying, however, applicants should seek the advice of an admissions counselor. To initiate the reapplication process, applicants must submit their applications and all required documentation (transcripts, letters of recommendation, etc.) to the Office of Admissions, either directly or through VMCAS. Applications are then processed according to standard application procedures.

Transfer Admission

Midwestern University CVM may accept transfer students from other accredited veterinary schools on a case-by-case basis. Students requesting a transfer must meet all the standard admissions requirements. The final decision will be determined by the Associate Dean for Academic Affairs and the Dean.

Advanced Standing

All requests for advanced standing by admitted or enrolled students are processed on a course-by-course basis by the Office of the Dean. A student must submit a letter to the Office of the Dean in which the student lists the course(s) in which he or she is requesting advanced standing. The student must provide an official course description(s), a transcript, and a syllabus (syllabi) of the course(s) previously taken. All requests must be submitted prior to the start of the course being considered. The recommendation to grant or deny advanced standing will be made by the Dean in consultation with the department. It is expected that a minimum grade equal to a "B" would have been achieved in the class being petitioned.

GRADUATION REQUIREMENTS

The degree Doctor of Veterinary Medicine (D.V.M.) is conferred upon candidates who have completed all required courses in the 4 year program. Students must pass all didactic course work, clinical rotation courses, and electives with an overall GPA of 2.0 or higher, in order to graduate. Candidates must have also satisfied all financial obligations to Midwestern University. All graduating students are expected to attend the ceremony at which the degree is conferred. Students must complete all graduation clearance requirements as instructed by the Office of the Registrar.

LICENSURE REQUIREMENTS

Graduation from the College of Veterinary Medicine does not automatically entitle one to become licensed to practice veterinary medicine. To become licensed to practice, graduates must meet requirements established by individual state boards. Licensure requirements vary among states but all licensing jurisdictions in North America require a passing score on the International Council for Veterinary Assessment (ICVA). The ICVA is offered throughout North America and at certain overseas sites at computer testing centers operated by Prometric. The ICVA is available during a four-week testing window in November/December, and a two-week window in April. Those eligible to apply for the ICVA include:

- Graduates of schools accredited by the AVMA-COE.
- Senior students at AVMA-COE accredited schools who have an expected graduation date no later than

eight months from the last date of the applicable testing window.

Additional information regarding the ICVA can be found at the website www.icva.net.

For further information concerning licensure, please contact the American Veterinary Medical Association, the National Board of Veterinary Medical Examiners, the American Association of Veterinary State Boards, or the individual licensing board in the state in which you wish to practice.

CURRICULUM

Note: The Midwestern University College of Veterinary Medicine reserves the right to alter its curriculum to address evolving college goals and resources.

Total credits first year - 56.5

Total credits second year - 57

Didactic credits third year - 38

Clinical credits third/fourth years - 87

Total for program completion - 238.5

First Year Total: 56.5

Fall Quarter Total

| | | | |
|-------|-------|-----------------------------------|-----|
| ANATG | 1555 | Veterinary Anatomy I | 6 |
| BIOCG | 1555 | Veterinary Biochemistry | 3 |
| COREG | 1560L | Interprofessional Healthcare | 0.5 |
| PHYSG | 1512 | Veterinary Physiology I | 3 |
| VMEDG | 1501 | Practice of Veterinary Medicine I | 4 |

Total 16.5

Winter Quarter

| | | | |
|-------|-------|-------------------------------------------------------------|-----|
| ANATG | 1556 | Veterinary Anatomy II | 6 |
| BIOCG | 1566 | Fundamentals of Animal Genetics and Nutrition | 3 |
| COREG | 1570L | Interprofessional Healthcare | 0.5 |
| MICRG | 1522 | Veterinary Immunology | 3 |
| PHYSG | 1522 | Veterinary Physiology II | 2 |
| VMEDG | 1502 | Practice of Veterinary Medicine II | 3 |
| VMEDG | 1591 | One Health I - Principles of Epidemiology and Public Health | 3 |

Total 20.5

Spring Quarter

| | | | |
|-------|------|---------------------------|---|
| PHYSG | 1533 | Veterinary Physiology III | 4 |
|-------|------|---------------------------|---|

| | | | |
|-------|------------|------------------------------------------------|-----|
| COREG | 1580L | Interprofessional Healthcare | 0.5 |
| VMEDG | 1503 | Practice of Veterinary Medicine III | 3 |
| VMEDG | 1520 | Clinical Anatomy | 4 |
| VMEDG | 1531 | Anesthesia / Pain Management | 5 |
| VMEDG | 1571 | Large Animal Theriogenology Skills | 1 |
| VMEDG | 1592 | One Health II - Zoonosis and Emerging Diseases | 2 |
| VMEDG | 1301, 1302 | Research Elective (optional) | 1 |

Total 19.5

Second Year Total: 57

Fall Quarter

| | | | |
|-------|------|------------------------------------------|---|
| MICRG | 1671 | Veterinary Microbiology I | 4 |
| PHARG | 1660 | Veterinary Pharmacology I | 3 |
| VMEDG | 1604 | Practice of Veterinary Medicine IV | 3 |
| VMEDG | 1641 | Veterinary Pathology I | 5 |
| VMEDG | 1651 | Principles of Surgery with Surgery Lab I | 4 |

Total 19

Winter Quarter

| | | | |
|-------|------|-----------------------------------|---|
| MICRG | 1672 | Veterinary Microbiology II | 3 |
| PHARG | 1661 | Veterinary Pharmacology II | 3 |
| VMEDG | 1605 | Practice of Veterinary Medicine V | 3 |
| VMEDG | 1635 | Diagnostic Imaging | 3 |
| VMEDG | 1642 | Veterinary Pathology II | 5 |
| VMEDG | 1652 | Surgery Lab II | 2 |

Total 19

Spring Quarter

| | | | |
|-------|------|------------------------------------|---|
| MICRG | 1673 | Veterinary Parasitology | 3 |
| VMEDG | 1606 | Practice of Veterinary Medicine VI | 3 |
| VMEDG | 1645 | Clinical Pathology | 4 |
| VMEDG | 1648 | Clinical Toxicology | 2 |
| VMEDG | 1653 | Surgery Lab III | 2 |

| | | | |
|-------|------------|-------------------------------------|---|
| VMEDG | 1655 | Small Animal Medicine and Surgery I | 5 |
| VMEDG | 1301, 1302 | Research Elective (optional) | 1 |

Total **19**

Third Year Total: **38**

Fall Quarter

| | | | |
|-------|-----------------------------|------------------------------------------|------------------|
| VMEDG | 1709 (formerly 1707 & 1708) | Practice of Veterinary Medicine VII-VIII | Per Quarter 3 |
|-------|-----------------------------|------------------------------------------|------------------|

| | | | |
|-------|------|--------------------------------------|---|
| VMEDG | 1756 | Small Animal Medicine and Surgery II | 5 |
|-------|------|--------------------------------------|---|

| | | | |
|-------|------|-------------------------------|---|
| VMEDG | 1761 | Equine Medicine and Surgery I | 4 |
|-------|------|-------------------------------|---|

| | | | |
|-------|------|------------------------|---|
| VMEDG | 1766 | Food Animal Medicine I | 4 |
|-------|------|------------------------|---|

| | | | |
|-------|--|----------------|---|
| VMEDG | | Elective - CVM | 2 |
|-------|--|----------------|---|

Total **18**

Winter Quarter

| | | | |
|-------|-----------------------------|------------------------------------------|------------------|
| VMEDG | 1709 (formerly 1707 & 1708) | Practice of Veterinary Medicine VII-VIII | Per Quarter 3 |
|-------|-----------------------------|------------------------------------------|------------------|

| | | | |
|-------|------|---------------------------------------|---|
| VMEDG | 1757 | Small Animal Medicine and Surgery III | 5 |
|-------|------|---------------------------------------|---|

| | | | |
|-------|------|--------------------------------|---|
| VMEDG | 1762 | Equine Medicine and Surgery II | 4 |
|-------|------|--------------------------------|---|

| | | | |
|-------|------|-------------------------|---|
| VMEDG | 1767 | Food Animal Medicine II | 3 |
|-------|------|-------------------------|---|

| | | | |
|-------|------|----------------------------------------|---|
| VMEDG | 1776 | Lab Animal and Exotic Species Medicine | 3 |
|-------|------|----------------------------------------|---|

| | | | |
|-------|--|----------------|---|
| VMEDG | | Elective - CVM | 2 |
|-------|--|----------------|---|

Total **20**

During the clinical program students must complete a total of 87 credits of rotations and externships. This will include 32 weeks (48 credits) of required rotations, and 26 weeks (39 credits) of elective rotations and externships. Students have 4 weeks available for vacation and/or professional preparation during the clinical program, but time off cannot be taken during a required clinical rotation. Time off requests must be approved in advance by the Associate Dean for Clinical Education or the Associate Dean for Academic Affairs.

Required Clinical Course (Rotations)^{ab}

Students must complete 32 weeks (48 credits) of required rotations during their clinical program including small

animal primary care, emergency/ICU and pathology. Students will not be permitted to schedule vacation time during their required rotations. One and a half credits are awarded per week for student rotations.

VMEDG 1801 Small Animal Primary Care (24 weeks) 36

VMEDG 1802 Emergency/ICU (4 weeks) 6

VMEDG 1804 Pathology (4 weeks) 6

Required Clinical Total Hours 48

Elective Clinical Courses (Rotations)^{ab}

Students must successfully complete a minimum of 26 weeks (39 credits) of elective rotations and externships during their clinical program. Students may complete a maximum of 8 weeks of elective rotations at any one site. A minimum of 4 weeks of an off-campus externship is required. To be eligible for academic credit, an externship rotation must be planned with the Director of Off-Campus Rotations and the Associate Dean for Clinical Education.

VMEDG 1800 On-Campus Electives include the following (3-12 credits each):

- Anesthesia and Pain Management (2 weeks)
- Clinical Pathology (2 weeks)
- Diagnostic Imaging (2 weeks)
- Equine Medicine & surgery (8 weeks)
- Food Animal Medicine & Surgery (8 weeks)
- Oncology (2 weeks)
- Pathology (2 weeks)
- Small Animal Internal Medicine (2 weeks)
- Small Animal Surgery (2 weeks)

VMEDG 1811 Off-Campus Electives include the following (3-6 Credits each):

- Avian/Exotic Practice (2-4 weeks)
- Beef Cattle Practice (2-4 weeks)
- Behavior (2-4 weeks)
- Camelid Practice (2-4 weeks)
- Cardiology (2-4 weeks)
- Critical Care (2-4 weeks)
- Dairy Cattle Practice (2-4 weeks)
- Dentistry (2-4 weeks)
- Dermatology (2-4 weeks)
- Equine Primary Care (2-4 weeks)

- Equine Sports Medicine (2-4 weeks)
- Laboratory Animal Medicine (2-4 weeks)
- Neurology (2-4 weeks)
- Oncology (2-4 weeks)
- Ophthalmology (2-4 weeks)
- Shelter Medicine (2-4 weeks)
- Small Animal General Practice (2-4 weeks)
- Small Animal Internal Medicine (2-4 weeks)
- Small Animal Surgery (2-4 weeks)
- Swine Practice (2-4 weeks)
- Theriogenology (2-4 weeks)
- Zoological Medicine (2-4 weeks)

^a1.5 credits awarded/week of clinical rotation

^bMinimum of 4 weeks of externship is required

COURSE DESCRIPTIONS

Didactic Courses

Course Prerequisites

In general, courses in the first 8 quarters of the CVM curriculum do not require prerequisites beyond those that are required for admission and the completion of courses that precede them in the CVM curriculum. There may be clinical rotations (quarters 9 - 13) that must be preceded by certain core rotations. If the student has scheduled to take a course or rotation out of sequence, approval will be required. On a case-by-case basis, prerequisites may be waived upon approval by the Associate Dean for Academic Affairs or the Dean.

ANATG 1555, 1556 Veterinary Anatomy I, II

In these courses students will learn mammalian developmental, microscopic, and gross anatomy. Lecture and laboratory material will concentrate on canine anatomy, with comparisons to feline, equine and ruminant species. Included in the dissection of each region are the musculoskeletal, vascular, nervous and lymphatic components, and clinically relevant surface anatomy. Embryology lectures cover the general patterns and principles of normal mammalian development as well as specific aspects of the development of selected systems and species. Microanatomy lectures present basic cytology, tissue types, and specific organ systems
Each course 6 credits

BIOCG 1555 Veterinary Biochemistry

This course emphasizes metabolic pathways, and their thermodynamics and interrelationships in health and disease states of domestic animals. Nucleic acid, protein, carbohydrate, and lipid metabolism, and the regulation of

these pathways by intracellular and hormonal mechanisms are considered. Biochemical processes related to clinical problem solving will be used to encourage the student to use the information in a clinical and applied context.

3 credits

BIOCG 1566 Fundamentals of Animal Genetics and Nutrition

This course provides an overview of biochemical genetics. The identification, classification, and description of nutrient classes and their functions will also be covered, including factors that affect nutrient metabolism and availability in domestic animals. Skill development in feed identification, sampling techniques, evaluation, and analysis systems will be provided. Animal nutrient requirements during different physiological states of health and disease, principals of dietetics, and nutritional investigation will be emphasized.
3 credits

COREG 1560L, 1570L, 1580L Interprofessional Healthcare

The Interprofessional Healthcare course involves the Colleges of Dental Medicine, Health Sciences, Optometry, Osteopathic Medicine, Pharmacy and Veterinary Medicine. The course is designed to teach all clinically-based students about each other's clinical programs, how they might interact together as part of an interprofessional healthcare team, and the importance of an interprofessional approach to patient care. The class consists primarily of online presentations that are delivered by interprofessional team members from each of the clinical programs. Associated quizzes will also be completed online. Occasional lectures, panel presentations, or group assignments may also be incorporated.
Each course 0.5 credits

MICRG 1522 Veterinary Immunology

This course focuses on fundamental immunological concepts based primarily on what we know from humans and mice that will be applicable to most mammals. This will be followed by specific examples related to common veterinary species. The clinical immunology section of the course will incorporate case studies to apply basic immunology to veterinary disease, with emphasis on conditions most commonly encountered in practice (autoimmunity, hypersensitivities and cancer).

3 credits

MICRG 1671, 1672 Veterinary Microbiology I, II

The bacteriology portion of this course concentrates on diseases in domestic animals caused by pathogenic bacteria. Lectures emphasize basic properties of microorganisms, including identification and pathogenesis. Laboratory instruction includes basic bacteriology laboratory techniques, with hands-on application of identifying those organisms in the form of standard staining and microscope techniques,

plating of cultures, and simple methods of identification of bacteria. The mycology portion of the course will present lectures on the biology of fungal pathogens of importance in veterinary medicine with emphasis on pathogenic mechanisms. Both sections will include discussion of important veterinary infectious diseases, their diagnosis, and treatment.

MICRG 1671: 4 credits; MICRG 1672: 3 credits

MICRG 1673 Veterinary Parasitology

This course presents the protozoan, helminth, and arthropod parasites of animals, including those causing zoonotic diseases. Lectures will focus on parasite morphology, biology, and disease manifestations. Lab sessions will be sporadically introduced to reinforce lecture material, and provide students with opportunities to gain experience in identification of clinically-relevant parasites.

3 credits

PHARG 1660, 1661 Veterinary Pharmacology I, II

The course will provide students with information regarding drugs that are commonly used in veterinary practice and facilitate understanding of how those drugs act in different species. This course covers the general principles of drug action, including mechanisms by which drugs exert their effects, as well as administration, distribution, metabolism, and elimination of drugs in different species. The action of drugs on the autonomic nervous system, cardiovascular system, kidneys, respiratory and gastrointestinal tract will be discussed, as well as specific therapeutic uses, and the effects in various species. In the second quarter, students continue their study of general pharmacology, learning the effects of drugs on the central nervous system and the endocrine system. Drugs used for chemotherapy and for the treatment of various types of infectious disease will be covered in detail. Each course 3 credits

PHYSG 1512 Veterinary Physiology I

This is a survey course introducing the vertebrate physiological principles and concepts common to both domestic and farm animals. The course includes core principles relevant to the physiology of cells, cell signaling systems, and cardiovascular and respiratory mechanisms in health and disease.

3 credits

PHYSG 1522 Veterinary Physiology II

This course is a continuation of Veterinary Physiology I in which basic physiological principles relevant to veterinary practice with domestic and farm animals are surveyed. It includes core concepts in renal and acid-base physiology, and the role of the central nervous system in controlling movement, sensation, and perception.

2 credits

Prerequisites: PHYSG 1512 Veterinary Physiology I

PHYSG 1533 Veterinary Physiology III

A continuation of Veterinary Physiology II, this course presents physiological processes and concepts relevant to endocrine, reproductive and gastrointestinal function in healthy and diseased domestic and farm animals

4 credits

Prerequisites: PHYSG 1522 Veterinary Physiology II

VMEDG 1501, 1502, 1503, 1604, 1605, 1606, 1709 Practice of Veterinary Medicine I, II, III, IV, V, VI, VII, VIII

The Practice of Veterinary Medicine is an eight-quarter series designed to teach veterinary students the clinical and communication skills necessary to become competent and successful veterinarians. The main objective of these courses is for the student to build the foundational clinical skills, qualities, and personal conduct essential for a successful career in the veterinary profession.

VMEDG 1501: 4 credits; Subsequent sections each 3 credits

VMEDG 1520 Clinical Anatomy

This course is a clinically oriented follow-up to ANATG 1555 and 1556 and will emphasize anatomical features for the most relevant clinical disorders, as well as medical and surgical techniques specific to veterinary medicine. Normal anatomy as observed by commonly employed imaging procedures (radiography, ultrasound, CT, and MRI) will be presented as a prelude to the clinical imaging course later in the curriculum. Students will have the opportunity to learn clinical anatomy as it relates to small and large animals in both wet labs and live animal labs.

4 credits

VMEDG 1531 Anesthesia / Pain Management

This course introduces the basic principles of anesthesia and analgesia (pain management); students will gain the knowledge, skills and critical decision-making needed to conduct competent administration of general and regional anesthesia and pain management in veterinary practice. Clinically-relevant pharmacology, equipment selection and use, patient monitoring and support, patient risk identification and anesthetic complication management in different species encountered in veterinary practice will be emphasized. Integrated pain management concepts will be introduced, including perioperative multi-modal techniques, regional blockade, analgesic infusions and chronic pain management in both companion animals and large animals.

5 credits

VMEDG 1571 Large Animal Theriogenology Skills

This is a laboratory course providing instruction and experience in management of reproduction in cattle and horses. Reproductive tract palpation per rectum and other skills will be practiced.

1 credit

VMEDG 1591, 1592 One Health I, II

This course sequence is an opportunity for first year students to learn about investigational, clinical, and diagnostic aspects of disease affecting both animals and people. The emphasis will not be on the organisms causing the diseases, but on why and how disease outbreaks occur and how new diseases come to affect people, pets, and livestock.

VMEDG 1591: 3 credits; VMEDG 1592: 2 credits

VMEDG 1635 Diagnostic Imaging

This is an introductory course in diagnostic imaging. Digital radiography, fluoroscopy, nuclear scintigraphy, MRI, CT, and ultrasound will be discussed, along with the principles of interpreting images of each of these modalities in various disease conditions. The use of special radiology techniques, such as contrast studies, will also be covered.

3 credits

VMEDG 1641, 1642 Veterinary Pathology I, II

This course begins by introducing the student to general pathophysiologic mechanisms which cause disease including biochemical, structural, and functional changes. Concepts covered in the first quarter include normal and altered cell development, metabolic diseases, inflammation, cell aging and repair, immunopathology and neoplasia. In part II, students apply their knowledge of general pathology to specific disease processes as they affect various organs or systems. Four aspects to be learned for each disease are etiology (cause), pathogenesis (mechanism of disease development), morphologic changes (both at the gross and microscopic level), and biochemical alterations. Laboratories will supplement course material with necropsy specimens and histopath slides to illustrate disease processes.

Each course 5 credits

VMEDG 1645 Clinical Pathology

This course introduces the student to the interpretation of laboratory tests. General principles of laboratory testing will be discussed on a system by system basis (hematopoietic, gastrointestinal, urinary, etc.) In group discussions, lab results will be presented and students asked to develop differential diagnoses and follow-up plans. The course will include, but not be limited to, hematology, clinical chemistry, specialized chemical assays, body fluid analysis, protein analysis, and serology.

4 credits

VMEDG 1648 Clinical Toxicology

This course will introduce the most common toxins encountered in veterinary medicine with emphasis on the mechanism of action of these toxins and the pathophysiology in the animal body. Clinical presentation of animals exposed to various toxins, and treatment of the toxic exposure, will also be presented.

2 credits

VMEDG 1651, 1652, 1653 Principles of Surgery, Surgery Labs I, II, III

This year-long course will introduce students to surgical principles and anesthetic techniques. The students will have the opportunity to practice in wet lab and live animal settings. Aseptic technique, intravenous catheterization, tracheal intubation, basic surgical skills, and other techniques will be emphasized. Students will participate in all aspects of the perioperative management of patients (e.g. pre-anesthetic evaluation, induction and maintenance of general anesthesia, surgical preparation, performance of the surgery, postoperative recovery, and postoperative management).

VMEDG 1651: 4 credits; Subsequent sections each 2 credits

VMEDG 1655, 1756, 1757 Small Animal Medicine and Surgery I, II, III

These courses will be interactive discussions on medical and surgical disorders based on presenting clinical signs seen in small animal practice. Disorders of the endocrine, neurological, reproductive, hematopoietic, ophthalmologic, urinary, gastrointestinal, cardio-pulmonary, musculoskeletal, and immune systems will be discussed in detail. This course is designed to emphasize the clinical diagnosis and management of common diseases in companion animal species, but will also discuss pathophysiology of the diseases. Medicine and surgery, including pre- and post-operative management of surgical patients will be integrated in the course to emphasize the problem-based approach to management of small animal patients.

Each course 5 credits

VMEDG 1761, 1762 Equine Medicine and Surgery I, II

In this course students will be introduced to principles of diagnosis and treatment of medical and surgical conditions found in the equine species. Emphasis will be placed on the clinical assessment of patients, signs of common and uncommon diseases, management of diseases, pharmacologic agents used in equine species, and fundamental techniques used in clinical practice.

Each course 4 credits

VMEDG 1766, 1767 Food Animal Medicine I, II

Students will be introduced to principles of diagnosis and treatment of medical and surgical conditions found in the bovine, porcine, caprine, and ovine species. The clinical

presentation and treatment of common disorders and fundamental clinical techniques will be taught. Zoonotic disorders and importance of animals in the human food chain (relative to food-borne illness) will also be discussed. VMEDG 1766: 4 credits; VMEDG 1767: 3 credits

VMEDG 1776 Lab Animal and Exotic Species Medicine

This course will provide students with an introduction to the husbandry and medical care of species not covered in other small and large animal clinical course. Career options in laboratory animal medicine and exotic/zoological medicine will be presented.
3 credits

Clinical Courses

Course Prerequisites

In general, courses in the first 8 quarters of the CVM curriculum do not require prerequisites beyond those that are required for admission and the completion of courses that precede them in the CVM curriculum.

VMEDG 1801 Small Animal Primary Care

Students will spend a continuous block functioning as primary care practitioners. Students will work in groups of two and will have primary responsibility for all aspects of primary care for dogs, cats, and exotics in the Companion Animal Clinic of the Animal Health Institute. These groups of students will be supervised by experienced primary care veterinarians. Students will be scheduled to see patients and do procedures comparable to a high-functioning small animal primary care practice. There will also be designated daily times for teaching rounds. These rounds will be case-based and will involve students, generalists, and specialists across disciplines. In addition to rounds, board-certified internists and surgeons will also be available to the students for consultation as needed, but the students will largely function as independent clinician pairs. This will give the students the opportunity to learn a realistic approach to clinical practice. Students will follow up on their own cases as the primary care clinicians for their patients. Students will maintain their own medical records, prescribe treatments and diets, and provide wellness/preventive medicine services.

36 credits

VMEDG 1802 Emergency/Urgent Care

The course will provide students with experience handling small animal emergency cases in the Animal Health Institute Companion Animal Clinic. Students will provide primary care for emergent and urgently ill patients.

6 credits

VMEDG 1804 Pathology

This rotation includes three weeks with the anatomic pathology service and one week with the clinical pathology service. While rotating through anatomic pathology, students

will be assigned cases for postmortem examination (necropsy). They will present their gross findings at regularly scheduled rounds, write gross reports that include descriptions and diagnoses, and attend histopathology rounds. While rotating through the clinical pathology service students will work on teaching cases and review clinical pathology submissions coming through the Clinical Pathology Laboratory at the Animal Health Institute. They will present their interpretations at scheduled times to faculty members and/or veterinary students from other classes and write cytology reports on digitally scanned cytology samples.
6 credits

VMEDG 1800 On-Campus Clinical Electives

Students must complete a total of 26 weeks (39 credits) of clinical electives (rotations) to complete the clinical component of the curriculum. Four of the 26 weeks of clinical electives must be Off-Campus Clinical Electives (see below Off-Campus Clinical Electives). Elective rotations vary in length from 2 to 8 weeks. A wide variety of both small and large animal on-campus elective rotations will be available.

Varied credits

VMEDG 1811 Off-Campus Clinical Electives

Student must complete a minimum 4 weeks of Off-Campus Clinical Electives in private clinical practice settings to complete the clinical component of the curriculum. Additional Off-Campus Clinical Elective rotations may be completed at research institutions, other veterinary teaching hospitals, government sponsored programs, industry sponsorship, or any program associated with veterinary medical education or careers in the profession. To be eligible for academic credit, off-campus elective rotation schedules must be planned with the assistance and approval of the faculty advisor or appropriate faculty member and be approved by the Associate Dean for Clinical Education. Some Off-Campus Clinical Electives may have additional fees.

Varied credits

ELECTIVE COURSES

ONEHG 1301 One Health Grand Rounds

This elective course is designed to foster interest and discussion on major public health issues, and promote interprofessional study and research related to One Health. Each topic will focus on key challenges related to a specific health topic and explore cutting-edge scientific evidence and potential impact of different interventions. The outcome will be to highlight how these challenges are being addressed at the national, state, and/or local levels and propose recommendations for future research and practice.

2 credits

VMEDG 1310 Emergency and Critical Care

This elective course focuses on the clinical knowledge and skills needed to manage the emergency and/or critical veterinary patient from presentation, through medical and surgical treatment and later during convalescence in the critical care facility or veterinary hospital. Emphasis of this course will be focused on the knowledge, clinical skills and techniques that are needed to manage commonly seen emergency/critical care patients seen in clinical companion animal practice.

2 credits

VMEDG 1314 Clinical Immunology

This elective course is designed to reinforce and integrate concepts presented in Veterinary Immunology (MICRO 1522) and the Practice of Veterinary Medicine sequence (VMEDG 1501-1606). Overall course goals are: (1) to apply the problem-oriented approach to a clinical immunology case and (2) to integrate immunological biomedical concepts with clinical reasoning.

2 credits

Prerequisites: Successful completion of MICRO 1522 and the VMEDG sequence 1501-1606.

VMEDG 1316 Shelter Medicine

This elective course will provide an introduction to shelter medicine and medical decision making within the framework of animal sheltering. Population health and management will be explored through various topics including risk analysis, shelter sterilization, animal physical health, animal behavior and mental health, and disease control. External aspects of shelter medicine involving private practice relations, community outreach, disaster response and animal cruelty investigations will be discussed.

2 credits

VMEDG 1318 Advanced Topics in Laboratory Animal Medicine

This elective course will offer advanced education relevant to the practice of laboratory animal medicine through the interactive discussion of current controversial topics and literature from the field.

2 credits

VMEDG 1320 Cytology

This elective course is designed to expand the knowledge base of cytology that students acquired in VMEDG 1645 and to introduce advanced techniques and ancillary procedures used in diagnostic pathology.

2 credits

Prerequisites: Successful completion of VMEDG 1645.

VMEDG 1322 Foreign Animal Diseases (FAD)

This elective course focuses on foreign animal diseases that are important for animal and human health. The elective will include a theoretical and a practical component. Students will be required to join ProMED and instructors will urge the open discussion of postings. The practical component will include a visit to a slaughterhouse and a classroom exercise reproducing a proper response to a FAD. These opportunities will showcase the veterinarian's role in recognizing and preventing the incursion of FADs into the country.

2 credits

VMEDG 1351 Feline Medicine

This elective course designed to teach veterinary students the clinical nuances of feline companion animals. This elective will include lecture and small group case based workshops. The goal for this course is to integrate the knowledge of mechanism of disease, clinical anatomy, and physiology in order to apply a problem-oriented approach to the diagnosis and treatment of feline patients with naturally occurring diseases.

2 credits

VMEDG 1371 Practice Management Elective

This elective course provides an overview of the skills required to evaluate, manage, incorporate and grow a veterinary practice. Students will learn practice management skills that will allow them to demonstrate value as associates and create a competitive advantage for a practice as practice owners. The benefits and challenges of practice ownership will be described so that students can explore how practice ownership fits their financial and professional goals.

2 credits

VMEDG 1361 Forensic Investigations

This elective course will provide an introduction to veterinary forensic investigations, including an overview of the ways the veterinary profession interfaces with legal and social institutions. It will also outline relevant laws and expert witness roles and responsibilities, and will provide students with an opportunity to discuss the types of animal-related cases commonly encountered. The course includes a hands-on laboratory session so that students can practice common procedures such as postmortem examination, photography, and evidence collection, and will also include two field trips that will illustrate aspects of forensic scene investigation and prosecution.

2 credits

VMEDG 1341 Small Animal Orthopedics

This elective class will emphasize clinical orthopedic cases seen in small animal practice. The student will be introduced to a variety of orthopedic principles along with the anatomy and physiology of orthopedic disease and injury. Students

will gain an understanding of the processes that are involved with orthopedic decision-making and treatment implementation.

2 credits

STUDENT ACADEMIC POLICIES

The following academic policies apply to all students who matriculate during the academic year of this catalog publication. These policies will apply throughout the entire time a student is enrolled in the college. In the event that these policies need to be revised as the result of new accreditation requirements, mandates by the United States Department of Education, or other unforeseen circumstances, students will be notified in writing prior to the effective date of the new policy.

Faculty and students should also refer to the University Academic Policy section for additional policies that apply to all students at Midwestern University.

Academic Probation

Academic probation represents notice that continued inadequate academic performance will result in a recommendation of dismissal. A student on probation is formally assigned a faculty member by the Associate Dean for Academic Affairs to mentor them through the period of probation. When a student is placed on academic probation, it is noted in the student's academic file. Subsequently, when a student is returned to good academic standing, this is also noted in the student's file. If a student on academic probation successfully completes a probationary quarter with repeated courses and earns grades of "C" or greater in all courses, the student's academic status reverts to academic warning. To return to good academic standing, a student must then finish one full quarter at full academic credit load in the CVM curriculum sequence with no grade lower than a "C". A student cannot return to good academic standing until all course failures are corrected. Academic probation is not noted on the transcript. The student will seek assistance from the Office of Student Services for tutoring. Students on academic probation are ineligible to hold student organizational offices or to progress to quarter nine and clinical rotations.

Academic Warning

Academic warning issued by the CVM Associate Dean for Academic Affairs is a formal notification of marginal or substandard academic performance. Academic warning cautions the student that continued performance at this level may compromise the student's ability to pass one or more courses. A student on warning is formally assigned a faculty member by the Associate Dean for Academic Affairs to mentor them through the period of warning. Students may be required to seek assistance from course faculty and/or the Office of Student Services. Students with an academic warning are ineligible to hold student organizational offices.

Appeal Process

Following notification of a decision by the Student Promotion and Graduation Committee, a student may appeal the decision in writing within three working days to the Dean. The Dean may grant an appeal only if a student can demonstrate one of the following:

- Bias of one or more Committee members.
- Material information not available to the Committee at the time of its initial decision.
- Procedural error.

During the appeal process, students must continue to attend classes.

Clinical Rotation Policies

The clinical phase of the curriculum will consist of five quarters that run continuously beginning with spring quarter of the third year. During the clinical program students must complete a total of 87 credits of rotations and externships. This will include 32 weeks (48 credits) of required rotations, and 26 weeks (39 credits) of elective rotations and externships. Students have 4 weeks available for vacation and/or professional preparation during the clinical program, but time off cannot be taken during a required clinical rotation. Time off requests must be approved in advance by the Associate Dean for Clinical Education or the Associate Dean for Academic Affairs.

Immunization Policy

Full-time students enrolled in a program with a clinical component are required to follow the immunization policy as outlined in the general policy section of the student handbook. Immunization requirements for CVM students may additionally be subject to current applicable Centers for Disease Control and state health department protocol, and/or affiliated practice/institution rotation requirements.

Clinical Rotation Attendance Policy

Students in the clinical rotation segment of the curriculum must attend all clinical rotations to which they are assigned. Each clinical rotation may establish their own attendance requirements. Attendance and on-call requirements for clinical rotations take precedence over non-rotation events. Students must be sure that the requirements of each clinical rotation are understood and will be met prior to scheduling non-rotation events.

Supervision of Veterinary Students by Off-Campus Veterinarians

While on clinical rotations, veterinary students must have direct, on-premises supervision by a veterinarian (D.V.M. or equivalent) who is licensed to practice veterinary medicine in the state in which care is being provided.

Course Failure Policy

Students who do not demonstrate minimum competencies assume the obligation and responsibility to make up academic failures. First and second year students must successfully pass all failed courses before they can be promoted to the second or third years, respectively. Likewise, third year students can begin the clinical rotations and be promoted to the fourth year only if they pass all requirements of the preclinical curriculum. Third and fourth year students must remediate any failed rotations as soon as possible following the failure in order to be considered for graduation. Students who fail a course may be placed on academic probation, or recommended for dismissal. If not dismissed, students are required to retake the course and must earn a "C minus" or better in order to proceed in the program. If the course is not given until the subsequent year, the student may be placed on academic leave of absence until it is offered again. If an equivalent course is available for substitution to be taken in place of the failed course(s) it must be approved by the course coordinator and the Curriculum Committee in advance. Two failed courses by a student in a single quarter will result in a recommendation of dismissal of the student. If a student fails a course that is a pre-requisite for additional courses offered during that calendar year, and/or there are no available courses for re-take prior to the start of the subsequent academic year the student will be placed on an academic leave of absence, or be dismissed.

Grade for Retaken Course

If a student receives a failing grade, that grade is recorded on the transcript as a letter grade (an "F" entry). Upon repetition of a failed course, the original grade of "F" remains on the transcript and the repeated course and new grade are entered on the transcript. The grade for a failed VMED I, VMED II, or VMED III course repeated and passed at Midwestern University or at an outside institution is recorded on the transcript as a grade of "C." For all failed clinical rotations at Midwestern University during the VMED III or IV year that are repeated and passed, a grade of "C" will be recorded on the transcript. For both preclinical coursework and clinical rotations that are repeated, the original failing grade will remain on the transcript but will not be included in the GPA calculations. If a repeated preclinical course or clinical rotation is failed, a grade of "F" is again recorded on the transcript. Students who fail a course a second time will be recommended for dismissal.

Academic Standing

Good Academic Standing is achieved by maintaining >70% cumulative average in all courses at all times. A student on academic warning or academic probation is not considered to be in good academic standing. To return to good academic

standing, a student must pass the failed courses and incur no further failures.

Course Prerequisites

In general, courses in the first 8 quarters of the CVM curriculum do not require prerequisites beyond those that are required for admission and the completion of courses that precede them in the CVM curriculum.

Disciplinary Warning/Probation

Disciplinary warning/probation occurs for student acts of professional misconduct as defined in Appendices 2 and 4 of the Student Handbook. Disciplinary probation is not noted on transcript but is kept in the student's file.

Dismissal

Matriculation in veterinary school is a privilege, not a right. Therefore, a student can be dismissed for the following reasons:

- Failure to achieve minimum academic standards (as outlined and enforced by the preclinical or clinical promotions committees)
- Failure to exhibit the professional and personal attributes required for the practice of veterinary medicine.
- Violation of CVM policies that are grounds for dismissal.
- Falsification of admission records.
- Failure to meet and maintain technical standards.

Readmission after Dismissal for Poor Academic Performance

At the discretion of the CVM academic program, a student who has been dismissed for poor academic performance may be readmitted. To initiate the reapplication process, candidates must complete and submit a new application and proceed through the standard application process established by the program. Before reapplying, individuals should seek advice of an admission counselor. Individuals would be expected to address any documented deficiencies before reapplication and be able to demonstrate that he/she meets all admission requirements and technical standards of the program.

The CVM Admissions Committee will review the completed applications of candidates and submit recommendation to the Dean. The Dean will notify the applicant in writing of the admission decision.

No guarantee of readmission is implied. Reapplications are permitted only within the first two years following dismissal. Readmission will only be granted once.

Grade Point Average

Courses are recorded in terms of quarter hour(s) of credit. The grade point average (GPA) is a weighted average computed using the number of credits assigned to each course and the quality points corresponding to the letter grade earned in each course. The total quality points earned for each course is determined by multiplying the quality points earned per credit (corresponding to the letter grade) by the number of credits assigned to the course. The GPA is

calculated by dividing the total quality points earned by the total number of credits carried.

The student's cumulative grade point average is computed and recorded by the Office of the Registrar. It is calculated beginning at the end of the first quarter of enrollment, and does not include any grades or credits for courses audited or accepted for transfer, or courses with a grade of withdrawal (W), withdrawal failing (WF), pass (P) or failed (F) that were later repeated.

Grading System

Students receive letter grades corresponding to the level of achievement in each course, based on the results of examinations, required course work, and, as applicable, other established criteria. Recognizing that testing of students may be done by various methods and measurement of achievement may be carried out with various endpoints, the general guidelines for letter grades in lecture courses and the quality points per credit are as follows:

| Grade | Percent (%) | Quality Points (per credit) | Comments |
|-------|-------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 93-100 | 4.00 | -- |
| A- | 90-92 | 3.67 | -- |
| B+ | 87-89 | 3.33 | -- |
| B | 83-86 | 3.00 | -- |
| B- | 80-82 | 2.67 | -- |
| C+ | 77-79 | 2.33 | -- |
| C | 70-76 | 2.00 | -- |
| F | <70 | 0.00 | -- |
| I | -- | 0.00 | An Incomplete (I) grade may be assigned by a course director when a student's work is of passing quality but incomplete, or if a student qualifies for re-examination. It is the responsibility of the student to request an extension from the course instructor. By assigning an "I" grade, it is implied that an instructor agrees that the student has a valid reason and should be given additional time to complete required coursework. All incomplete grades must be resolved within 10 working days starting from the first Monday following the end of the quarter unless there is written authorization by the Dean to extend the deadline. If an incomplete grade remains beyond 10 days, it may be converted to a grade of "F," which signifies failure of the course. |
| IP | -- | 0.00 | An In Progress (IP) grade may be assigned by a course director under certain circumstances (illness, family death, etc.) when incomplete work cannot be resolved within a 10-day period. Outstanding grades may extend for more than one quarter only when scheduling of the student, the availability course director, or the scheduling of coursework makes completion impossible in the quarter following the assignment of an "IP" grade. The "IP" grade must be resolved within an academic year. |
| P | -- | 0.00 | A Pass (P) designation indicates that the student has made satisfactory progress or completed required coursework satisfactorily. A grade of "P" is counted toward credit hour accruals for |

| | | | |
|-----|----|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | graduation but is not counted in any GPA calculations. |
| W | -- | 0.00 | Withdrawal/Passing (W) is given for single quarter courses if the grade achieved up to the time of the withdrawal is >70% or >C. Withdrawal/Passing is not counted in the GPA calculation, and is not counted in credit hour accrual for graduation. |
| W/F | -- | 0.00 | A Withdrawal/Failing (W/F) is given after 50% of a course is completed and the grade achieved up to the time of withdrawal is <70% or <C. Withdrawal/Failing is not counted in the GPA calculation, and is not counted in credit hour accrual for graduation. Withdrawal/Failing may be considered as a failure by the Preclinical or Clinical Promotions Committees. |
| AU | -- | 0.00 | This designation indicates an audited course, that is, a student registered for a course with the understanding that neither academic credit nor a grade is earned. The possibility does not exist to change the course status from audit to full credit after the start of the quarter. The designation AU is not counted in the GPA calculation. |
| AP | | | This designation indicates the decision of a college to award academic credit that may allow a student to substitute previous course work or experience for required course work. The designation of Advanced Placement (AP) is applied toward credit hour accruals but is not counted in the GPA calculation. |

Leave of Absence

The Leave of Absence policy is present in the Academic Policy section at the beginning of the University Catalog. Any student returning from an Academic Leave of Absence will be placed on Academic Probation.

Minimum Academic Requirements

Students must have a cumulative GPA of 2.0 or higher to proceed to the clinical component of the program.

Satisfactory Academic Progress

As required by federal law, reasonable standards of satisfactory academic progress have been established by Midwestern University CVM for the Doctor of Veterinary Medicine program. These standards apply to all students applying for, or currently receiving, financial assistance. The policy and procedure for assessing financial aid status is noted in the Student Financial Services section of the Midwestern University catalog.

Student Promotion and Graduation Committee

The Student Promotion and Graduation Committee (SPGC) of CVM will review the academic performance of students. This committee monitors the academic progress of all students enrolled in the College against the published academic standards of the College. At a minimum, the committee meets at the end of each academic quarter to assess the status of students with an academic failure, an incomplete, or an in-progress grade. The committee may communicate complaints pertaining to lapses in professional behavior to the Dean of Students, who is responsible for

investigating allegations of professional and academic misconduct.

At the end of each academic year and prior to promotion to the clinical phase of the program, the committee assesses the progress of each student and recommends qualified students for promotion. Students who attain satisfactory academic and professional progress are promoted to the next academic year, provided all tuition and fees are paid. Students with any failing grades or incomplete courses will receive a letter from the CVM administration listing the requirements they must fulfill for continuation in the CVM program. Students are potentially subject to immediate dismissal from the CVM program if they:

1. accumulate 4 or more failures within the curriculum
2. accumulate 3 or more failures in an academic year
3. accumulate 2 or more failures in a single academic quarter
4. fail the repeat of a course previously failed
5. any failures must be repeated within a year

The SPGC also recommends to the Faculty Senate for graduation those students who have successfully completed all curriculum requirements, and who have paid all tuition and fees. In February each year, the Committee will prepare a list of candidates for the Doctor of Veterinary Medicine degree, and review and approve all walk-through graduation requests that are consistent with the University policy.

SPGC Guidelines for Preclinical Courses

Students are required to meet with the SPGC if their academic status is subject to change. Students are notified of the date, time, and place of the committee meeting by email to their official Midwestern University email account, or by telephone, at least 48 hours in advance. Decisions of the committee are emailed to the student's official Midwestern University email account.

The committee shall recommend to the Dean an appropriate course of action after reviewing each case presented at the meeting. Among the options available to the committee in regard to unsatisfactory student performance, the committee may recommend that the student:

1. be placed on probation with a written caution provided to the student.
2. be required to take an alternative equivalent course offered at another college or at Midwestern University(if available).
3. be placed on an academic leave of absence in order to repeat the course(s) in which there was a failure when the course(s) is/are offered again.
4. be dismissed from the CVM.

The right to appeal a decision for dismissal or academic leave of absence exists and is described elsewhere in this catalog. Appeals must be filed in writing with the CVM Dean within three working days following official notification of the committee decision.

If a student earns a grade of "F" in one or more required courses, the student shall be placed on academic leave of absence in order to repeat the course when it is offered again, or be dismissed.

SPGC Guidelines for Clinical Courses

The SPGC meets as needed to review academic and professional progress of students throughout the clinical rotation portion of the curriculum. Students with any failing grades or incomplete courses will receive a letter from the CVM administration listing the requirements they must fulfill for continuation in the CVM program.

These students are required to meet with the committee if their academic status is subject to change. Students are notified of the date, time, and place of the committee meeting by email to their official Midwestern University email account, or by telephone, at least 48 hours in advance. Decisions of the committee are emailed to the student's official Midwestern University email account.

The committee shall recommend to the Dean an appropriate course of action after reviewing each case presented at the meeting. In instances involving more than one failure to maintain satisfactory academic/professional progress, the

committee may recommend dismissal. Guidelines for advancement through the clinical curriculum are described in the table below.

The right to appeal a decision of the committee exists and is described elsewhere in this catalog. Appeals must be filed in writing with the Dean of CVM within three working days following official notification of the committee decision.

Student Promotion and Graduation Committee Guidelines for Clinical Courses*

| Clinical Rotation or Course | Usual Action | Academic Status | Action Following Repeat or Re-take |
|---------------------------------|---------------------------------------------------------------------------------|----------------------------------|------------------------------------|
| All Passed | Promote or Graduate | | |
| 1 rotation or course failure* | Core: Repeat Elective: Repeat or take equivalent course/rotation | Academic Warning**, or Probation | Fail - Dismiss Pass - Promote |
| 2 rotation or course failures * | Core: Repeat Elective: Repeat or take equivalent course/rotation; or Dismiss | Academic Probation or Dismissal | Fail - Dismiss Pass - Promote |
| 3 rotation or course failures* | Dismiss | Dismissal | - |

These guidelines may be modified by the Student Promotion and Graduation Committee for reasons of additional consideration.

* All failures, beginning with Year 1, are considered by the Student Promotion and Graduation Committee

** Letters of academic warning will indicate that, if another failure occurs, the student will be placed on academic probation or be dismissed.

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