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WELCOME FROM THE PRESIDENT

Des Moines University, a private graduate university of the health sciences, is pleased to provide this catalog for the 2019-20 academic year.

This catalog provides detailed information about the University’s degree programs in osteopathic medicine, podiatric medicine, physical therapy, physician assistant studies, health care administration, public health, biomedical sciences and anatomy.

While all of the degree programs outlined in this catalog represent a distinct regimen of professional and academic preparation, you will find within our curricula a common focus on treating individuals through personalized, compassionate, hands-on care that focuses on preventing disease, not just treating symptoms.

On a broad scope, the programs also address the needs of students by providing an ethical framework that considers the role of health care providers in today’s evolving health care environment.

We are committed to providing you with answers to your questions and opportunities for your professional success. You are welcome to contact us for more information about any of the degree programs or educational offerings in this catalog as you plan your health care career.

Sincerely,

Angela L. Walker Franklin, Ph.D.
President and CEO, Des Moines University
ABOUT DES MOINES UNIVERSITY

Founded in 1898, Des Moines University is comprised of three colleges offering eight graduate degrees. A health sciences university since adding the colleges of health sciences and podiatric medicine and surgery in 1981, the programs share a collective strength — a collaborative campus community where students and faculty come together in the pursuit of knowledge.

Des Moines University offers degree programs in medicine and the health sciences. We share a singular mission to develop distinctive health professionals committed to health promotion, the discovery of knowledge and service to the community.

**Mission**

To improve lives in our global community by educating diverse groups of highly competent and compassionate health professionals.

**Vision**

Des Moines University will:

- Emerge as a national leader in healthcare education with vision and focus on training the health care leaders and workforce of the future
- Be a cultivator of distinctive faculty and student researchers who discover and disseminate new knowledge
- Provide high-quality patient care and educational experiences dedicated to improving health and wellness
- Be a leader in community service and will convene key stakeholders, coalitions and partners on policy issues to support the well-being of our community

**Values**

- Accountability: Taking responsibility for our actions and outcomes.
- Collaboration: Establishing cooperative relationships and innovative practices to enhance health education and care.
- Honesty: Demonstrating the highest standard of truthful and ethical behavior.
- Inclusiveness: Embracing a culture of diversity that accepts and respects the unique characteristics of each individual.
- Wellness: Committing to the well-being of the mind, body and spirit.

Mission, Vision and Values (https://www.dmu.edu/about/mission-vision-and-values)

**University Profile**

The history of Des Moines University reflects a continuing commitment to teach, to learn and to serve.

University History (https://www.dmu.edu/about/history)

Students in the osteopathic medicine, podiatric medicine, physician assistant and physical therapy programs receive part of their training on campus through the Des Moines University Clinic, which offers primary care and medical specialties and serves as a regional referral center. The clinic's multi-specialty, interdisciplinary approach allows physicians to refer patients to a single location for diagnostic and therapeutic care of medical ailments not ordinarily handled in a primary care or outpatient setting. The 1,500-seat Olsen Education Center is adjacent to the clinic.

The University's commitment to wellness extends beyond educational programs to the delivery of health care. Students and faculty provide free health services and screenings to the community through charity events, sporting events and corporate wellness programs to help underserved children and families.

Des Moines University has educated nearly 17,400 health care professionals and will continue to prepare physicians and allied health personnel for careers in the ever-changing field of medicine while developing innovative programs to serve students and society.

**Governance**

The DMU Board of Trustees, the legal governing authority, which includes physicians and lay members, has the responsibility for the overall control and policy-making of the University. The Board sets policy for the University in areas of finances, business administration, faculty and academic programs. The Board performs other duties as necessary in the oversight of the University and the formulation of its policies.

Board of Trustees (https://www.dmu.edu/about/administration)

The University has been a member of the Association of Governing Boards of Colleges and Universities since January 1971.

**Accreditation**

Des Moines University is accredited by:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Telephone: (800) 621-7440

Academic programs within the University also have professional accreditation within their respective fields as follows:

- Doctor of Osteopathic Medicine program:
  Commission on Osteopathic College Accreditation (COCA)
  142 East Ontario Street
  Chicago, IL 60611
  Telephone: (312) 202-8124

- College of Podiatric Medicine and Surgery:
  Council on Podiatric Medical Education (CPME)
  9312 Old Georgetown Road
  Bethesda, MD 20814
  Telephone: (301) 581-9200

- Doctor of Physical Therapy program:
  Commission on Accreditation in Physical Therapy Education (CAPTE)
  1111 North Fairfax Street
  Alexandria, VA 22314
  Telephone: (703) 684-2782

- Master of Science in Physician Assistant Studies program:
  Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
  12000 Findley Road, Suite 275
  Johns Creek, Georgia 30097
  Telephone: (770) 476-1224

- Master of Public Health program:
  Council on Education for Public Health (CEPH)
1010 Wayne Avenue, Suite 220  
Silver Spring, MD 20910  
Telephone: (202) 789-1050
• Master of Health Care Administration program:  
Commission for the Accreditation of Healthcare Management Education (CAHME)  
6110 Executive Boulevard, Suite 614  
Rockville, MD 20852  
Telephone: (301) 298-1820

More information regarding university and programmatic accreditation may be reviewed on the University Accreditation (https://www.dmu.edu/about/accreditation) webpage.

University-Wide Student Learning Outcomes

The following University-wide student learning outcomes describe the values or skills that should be demonstrated by all DMU graduates:

1. Graduates will demonstrate foundational and applied understanding of human health as appropriate to their profession/field.
2. Graduates will demonstrate ethical and professional behavior consistent with standards of the profession and the DMU community.
3. Graduates will be aware of, respect, and seek to understand individual and cultural differences in their professional role.
4. Graduates will apply their understanding of teamwork to enable effective collaboration and improve outcomes.
5. Graduates will use research or critical inquiry skills to answer questions relevant to their profession/field or study.

Statement of Nondiscrimination

Des Moines University ("the University") is committed to maintaining a fair and respectful environment for work, study and participation in the life of the University. To that end, the University prohibits discrimination on the basis of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status, genetic information and other characteristics protected by law in the selection of administrative personnel, faculty and staff, and students.

Additionally, in its Discrimination and Harassment Prohibition (https://dmu.policystat.com/policy/token_access/abed2-2ebdb92a5073) policy, the University explicitly prohibits any member of the University community from harassing or discriminating against any employee or student as a result of the same characteristics. Incidents of protected class harassment or discrimination will be met with appropriate disciplinary action, up to and including dismissal or termination of employment from the University. The University is committed to preventing or stopping discrimination or harassment whenever it may occur at the University or in its sponsored activities.

Questions regarding this statement may be directed to the Chief Compliance Officer and/or Chief Human Resources Officer.

State Authorization of Distance Education

Des Moines University (DMU) receives degree granting authority from the State of Iowa, in conjunction with institutional and programmatic accreditors. DMU is approved by the Iowa College Student Aid Commission to participate in the National Council for State Authorization Reciprocity Agreements (http://www.nc-sara.org). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. As a participating institution, DMU is authorized to enroll residents from other NC-SARA states in its online degree programs and allow enrolled students to complete a portion of their program, such as internships and clinical rotations, within another NC-SARA state.

DMU attempts to work directly with states that do not participate in NC-SARA to secure any required approvals to enable residents of those states to enroll in DMU's online degree programs and to allow DMU students to complete internships or clinical rotations in those states. However, DMU's authorization status and various state requirements may change over time affecting its ability to allow out of state students to enroll in its online programs and students to select internships or clinical rotation sites in certain states. Consequently, DMU cannot guarantee that students will be allowed to select internships or clinical rotations in every state. Program and clinical affairs coordinators can answer questions for students about any potential limitations.

While DMU endeavors to comply with requirements established in each state, various state conditions and fees may prohibit DMU from achieving authorization in every state. Students enrolled in online programs who move to a state where DMU is not authorized to deliver distance education may be unable to complete the degree program.

Up-to-date information about DMU's authorization status can be viewed on the University website (https://www.dmu.edu/about/consumer-information/state-authorization).

Additionally, DMU provides information for students on its website (https://www.dmu.edu/about/consumer-information/state-authorization) listing the state agencies and contact information where students can file a complaint against the University.

Degrees Leading to Professional Licensure

DMU offers several degree programs on its campus in Iowa that may involve clinical rotations for credit in other states. As noted below, graduates of these programs are eligible to take the required national examinations for licensure:

• The Doctor of Physical Therapy (DPT) degree program is accredited by the Committee on Accreditation in Physical Therapy Education; graduates are eligible to take the National Physical Therapy Examination (NPTE), the examination that every graduate must pass to become a licensed physical therapist in the United States.
• The Physician Assistant (PA) degree program is accredited by the Accreditation Review Commission on Education for the Physician Assistant; graduates are eligible to take the Physician Assistant National Certifying Examination (PANCE) which is a requirement for initial licensure as a physician assistant in the United States.
• The Doctor of Osteopathy (DO) degree program is accredited by the Commission on Osteopathic College Accreditation; graduates are eligible to take the Comprehensive Osteopathic Medical Licensing Exam (COMLEX) series of examinations leading to licensure as a physician.
• The Doctor of Podiatric Medicine and Surgery (DPM) degree program is accredited by the Council on Podiatric Medical Education; graduates are eligible to take the American Podiatric Medical Licensing Exam (APLMLE) series of examinations leading to licensure as a podiatric physician.
ACADEMIC CALENDAR

Des Moines University operates on a continuous, term-based calendar.

Academic Calendar (https://www.dmu.edu/about/academic-calendar)
COLLEGE OF OSTEOPATHIC MEDICINE

Throughout its history, the College of Osteopathic Medicine (COM) has maintained a tradition of dynamic growth and academic excellence. Students follow a four-year curriculum that prepares them to become osteopathic physicians through an integrated program of lectures, laboratories and clinical experiences in the on-campus clinic, hospitals and ambulatory care facilities. With a rich history, the college continues to focus on the future by developing outstanding osteopathic physicians to provide health care to the people of Iowa and the nation. To achieve these goals, the educational program will continue to emphasize a comprehensive approach to patients and their health problems. Although the importance of well-trained primary care osteopathic physicians (family medicine, internal medicine and pediatrics) is a basic tenet of the osteopathic medical philosophy, our students also explore careers in other specialties, such as emergency medicine, surgery, obstetrics and gynecology and anesthesiology.

College of Osteopathic Medicine (https://www.dmu.edu/com)

Mission

To improve lives in our global community by educating diverse groups of highly competent and compassionate osteopathic physicians, health educators, researchers and scholars.

Vision

• The College of Osteopathic Medicine will be a leader in innovative medical education, both undergraduate and graduate, by meeting the highest standards of academic and clinical achievement.
• The College of Osteopathic Medicine will be a cultivator of distinctive educators and students who discover, disseminate, and apply new knowledge.
• The College of Osteopathic Medicine, through innovative design, will develop methods/processes to educate our students in the pursuit of delivering services that enhance health, wellness and education in our local, national, and global communities.
• The College of Osteopathic Medicine will engage in and enable research and scholarly activity to advance the knowledge of health care, osteopathic medicine and in the sciences and technologies that will shape medicine, science, and education.
• The College of Osteopathic Medicine will encourage, enable, and enhance the creation and development of graduate medical education, by lending support, education, and resources to further the goal of creating graduate opportunities in osteopathic medicine.

AOA Code of Ethics

The College of Osteopathic Medicine adheres to the AOA Code of Ethics which has been designed to guide its member physicians in their professional lives. The complete code may be accessed here (https://www.osteopathic.org/inside-aoa/about/leadership/Pages/aoa-code-of-ethics.aspx).

Doctor of Osteopathic Medicine Program

Osteopathic medicine is a philosophy of health care that emphasizes the interrelationships of the body's systems in the prevention, diagnosis and treatment of illness, disease and injury. The Doctor of Osteopathic Medicine (D.O.) is trained to use all clinical/scientific modalities to maintain and restore the health of patients. Based on an increasing body of scientific evidence, osteopathic medicine emphasizes four main tenets as identified by the American Osteopathic Association:

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

The distinctive feature of osteopathic medicine is the recognition of the relationship between structure and function of the body. The osteopathic physician (D.O.) uses the developed skills of observation, definitive history taking, clinical judgment, manual medicine and other standard diagnostic and therapeutic procedures to recognize and treat pre-disease and disease states of the body. Treatment of the whole patient, rather than the disease process, is the primary consideration.

Program Requirements

To be considered for admission, applicants must have a bachelor's degree from a regionally accredited college or university prior to the start of orientation.

Applicants must submit entrance exam (e.g., MCAT) scores during the application process; MCAT scores must be within three years of matriculation. Required courses must be completed before registration. The minimum grades recommended for application are a 2.8 cumulative GPA and a 2.8 science GPA on a 4.0 scale, and at least a “C” in each of the following prerequisite areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Course(s) or Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology/Zoology</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>4 semester hours, with lab</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Physics</td>
<td>8 semester hours, with lab (may substitute 3 semester hours of Statistics)</td>
</tr>
<tr>
<td>English: Comp/Literature/Speech</td>
<td>6 semester hours</td>
</tr>
</tbody>
</table>

Other recommended course work includes cell biology, microbiology, immunology, genetics, physiology and anatomy. Students must be able to successfully achieve the instructional goals of the college and pass both written and practical examinations in all areas, including clinical medicine, patient care, osteopathic manual medicine, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS). Refer to the technical standards in this section.
Additional information can be found on the DO Program Admissions Requirements website (https://www.dmu.edu/do/admission-requirements).

**Program Application Process**

Application to the Doctor of Osteopathic Medicine Program is accepted through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), which is a centralized application service. In addition, three letters of recommendation are required to complete the file prior to review by the Admission Committee.

Detailed information regarding the process can be found on the DO program admissions website (https://www.dmu.edu/do/how-to-apply).

The Admissions Committee will select the most competitive applicants to participate in an on-campus interview. Following the interview, the Admissions Committee will review applicant files and interview results to make decisions. Generally, applicants will receive a response to their application within three weeks of the interview.

Students wishing to be considered for transfer into the DO program from another college of medicine (osteopathic or allopathic) must meet the following criteria:

- Student must be ranked in the upper 50% of his/her current medical school class.
- Student must submit a supportive letter of recommendation from the dean of his/her current medical school stating student is in good academic standing.
- Student is enrolled in a COCA- or LCME-accredited medical school.
- Student must have a cogent reason for requesting transfer.
- Student is willing to participate in a personal interview on our campus at the discretion of the Chair of the Admissions Committee.
- The Associate Dean of Academic Curriculum and Medical Programs and a committee of COM course directors will review the applicant’s transcript and determine where transfer credit will be given and what courses will be required for completion prior to graduation.
- Student requesting transfer from other COMs must have passed COMLEX Level 1 of NBOME (or USMLE Step 1 if from an allopathic school).
- Student from an LCME-accredited medical school must meet all DMU-COM OMM requirements prior to graduation.
- Student must be enrolled at DMU a minimum of two years and meet all graduation requirements of the Student Handbook.
- Student has not been convicted of a felony or found guilty of professional or moral misconduct.
- Student must complete a criminal background check and drug screen.

Additional information regarding transfer admission can be reviewed on the website (https://www.dmu.edu/do/admission-requirements/transfer-students).

Students who have completed coursework in the Master of Health Care Administration (MHA), Master of Public Health (MPH), Master of Science in Anatomy (MSA) or Master of Science in Biomedical Sciences (MSBS) program and are accepted into the DO program may petition to receive advanced standing for courses completed in the initial program. A maximum of 12.0 advanced standing credit hours can be requested. Courses must have been completed within the last two years and students must have earned a minimum of a “B” grade in order to be considered for advanced standing credit. Additional information regarding advanced standing credit can be reviewed in the Advanced Standing Credit policy.

**Curriculum Overview and Outline**

The curriculum for the D.O. degree is a four-year program that provides comprehensive preparation for graduate medical training in any specialty. The four years of study are divided into pre-clinical and clinical phases. The curriculum combines lectures, case-based and small-group discussions, simulation and laboratory exercises. Students also have learning experiences in hospitals, clinics, and community service agencies. The first year focuses on fundamental scientific principles that form the foundation of medicine. The second year builds on that with an integrated organ system approach encompassing basic and clinical sciences. In the third and fourth years, students are fully immersed in clinical training in rotations at hospitals and clinics. They build on the knowledge and skills gained in the first two years in diverse practice settings, from metropolitan medical centers and rural hospitals to ambulatory clinics.

**Program Objectives**

Three program objectives guide teaching, learning and assessment within the educational program. These objectives emanate from (and link back to) the DMU Learning Goals and AOA/AACOM Core Competencies. Graduates of the program will: (1) demonstrate basic science knowledge relevant to clinical problems; (2) demonstrate clinical knowledge relevant to clinical problem-solving; and (3) demonstrate clinical competence (knowledge, skills, behavior).

**AOA/AACOM Core Competencies**

The COM curriculum is based upon core competencies for medical students as identified by the American Osteopathic Association and the American Association of Colleges of Osteopathic Medicine:

1. Osteopathic Principles and Practices
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice

**Continuous Quality Improvement**

The COM is committed to delivering high-quality academic programming to ensure the academic and professional success of its students. Assessment and evaluation are crucial steps in the educational process that are carefully aligned with student learning objectives and instructional activities. Formative and summative assessment methods vary in format – i.e., standardized licensing examinations, written tests (MCQ, SAQ, essay), performance assessments (OSCE, in-training assessments), focused assignments (case reports, projects, self-reflection) and portfolios, among others. Student assessment results are incorporated into the COM planning process on a regular basis to support continual improvement in programs and services to students.

**Extended Pathways to Success**

The Extended Pathways to Success Program of the College of Osteopathic Medicine allows students experiencing academic difficulties or personal challenges the opportunity to reduce their course load. This
strategy provides more time for study and academic counseling and the opportunity to develop improved study skills. Students in this alternative curriculum will require additional time (e.g., five years) to complete the requirements for the D.O. degree.

The Extended Pathways to Success Program is administered by the Associate Dean for Academic Curriculum and Medical Programs with the assistance of the Academic Progress Committee, Center for Educational Enhancement, and the appropriate Course Directors.

Program Outcomes

To review the college’s outcome statistics (e.g., board exam pass rates, graduation rates, residency/internship match rates, etc.) and how they compare to national averages, please visit the program’s outcomes webpage (https://www.dmu.edu/com/outcomes).

Licensure

Osteopathic physicians are required to be licensed by the states in which they practice. Each state has its own individual requirements for granting licensure. Generally, a license can be obtained by successful completion of all three parts of the Comprehensive Osteopathic Medical Licensing Exam (COMLEX) administered by the National Board of Osteopathic Medical Examiners, or by reciprocity from another state.

The COMLEX is given by the National Board of Osteopathic Medical Examiners and is divided into three parts. Level 1 and Level 2 (both Cognitive Evaluation and Performance Evaluation) are taken during the medical school years. Level 3 is a two-day examination consisting of multiple choice questions and clinical decision making cases. The Level 3 examination is usually taken during the first year of residency. The College requires that students pass Level 1 of the COMLEX before entering clinical rotations and pass Level 2 Cognitive Evaluation and Performance Evaluation before graduation.

Technical Standards for Admission, Academic Promotion and Graduation

The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate who is seeking a DO, DPM, MSPA, or DPT degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship, are consistent with the standards of the medical profession, and are recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately for purposes of diagnosis and clinical care.

2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Candidates and students must be able to communicate with patients in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective caregiving of patients and collaboration within a multidisciplinary team. In any case where a candidate’s ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and teams.

3. Motor and Sensory: Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests, perform physical examinations, and provide clinical care, including emergency treatment to patients. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate’s ability to complete and interpret physical findings using motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings. Candidates and students must be willing and able to touch and examine members of all genders.

4. Strength and Mobility: Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to provide clinical care, attend to emergency codes, and to perform or direct such maneuvers as CPR.

5. Evaluation and Treatment Integration: Consistent with the ability to perform basic laboratory tests, candidates and students must be able to communicate effectively, range of motion and tissue texture changes, proper evaluation and treatment, and have the ability to manage and interpret findings. Candidates and students must be willing and able to touch and examine members of all genders.

6. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically.

7. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities attendant to the diagnosis and care of patients, and
Develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of uncertainties inherent in the clinical problems of patients, and to not engage in substance abuse. Candidates and students must be able to care for all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are required throughout the educational process.

**Reasonable Accommodations**

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu). The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates’ or student’s interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

**Process for Assessing Compliance with the Technical Standards**

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

**Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.**

**Physical Health**

In addition to the technical standards set forth, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

<table>
<thead>
<tr>
<th>Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>ANAT 1101A</td>
</tr>
<tr>
<td>ANAT 1101B</td>
</tr>
<tr>
<td>ANAT 1104</td>
</tr>
<tr>
<td>ANAT 1106</td>
</tr>
<tr>
<td>BHVMD 1120</td>
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<tr>
<td>BIOC 1102</td>
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<tr>
<td>DO 1102</td>
</tr>
<tr>
<td>DO 1103A</td>
</tr>
<tr>
<td>DO 1103B</td>
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<tr>
<td>DO 1120A</td>
</tr>
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<td>DO 1129A</td>
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<tr>
<td>FIM 1107A</td>
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<tr>
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<tr>
<td>MICR 1103</td>
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<tr>
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<td>SPMED 2104</td>
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Doctor of Osteopathic Medicine Program

### Required Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>ANAT 1104</td>
<td>Neuroanatomy</td>
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<td>Medical Cell &amp; Tissue Biology</td>
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<td>BHVMD 1120</td>
<td>Introduction to Medical Ethics</td>
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<td>BHVMD 2107</td>
<td>Psychiatry</td>
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<td>Medical Ethics II and Legal Topics</td>
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<td>Biochemistry and Molecular Genetics</td>
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<td>DO 1102</td>
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<td>DO 1103A</td>
<td>Professional Certifications I A</td>
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<td>Foundations of Physicianship IA</td>
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<td>Clinical Rotations Year III A</td>
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<td>Introduction to Health Systems &amp; Policy</td>
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<td>Preventive Medicine/Nutrition</td>
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<tr>
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<td>FIM 2125B</td>
<td>Clinical Reasoning &amp; Sim B</td>
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<td>MICR 1103</td>
<td>Microbiology &amp; Immunology</td>
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<td>MICR 1109</td>
<td>General Pathology</td>
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<td>MICR 2124</td>
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<td>OMM 1101B</td>
<td>Osteopathic Manual Medicine I B</td>
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<tr>
<td>OMM 2101A</td>
<td>Osteopathic Manual Medicine II A</td>
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<tr>
<td>PHEPM 1116</td>
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<td>PHEPM 2115</td>
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<tr>
<td>SPMED 2100A</td>
<td>Early Clinical Experiences A</td>
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<td>Early Clinical Experiences B</td>
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<td>SPMED 2104</td>
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<td>SPMED 2105</td>
<td>Specialty Medicine: Derm/Al ENT R/O</td>
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<td>SPMED 2115</td>
<td>Basic Surgical and Medical Skills</td>
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<td>SYST 2105</td>
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<td>SYST 2106</td>
<td>Endocrine System</td>
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<td>SYST 2111</td>
<td>Gastrointestinal (GI) System</td>
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<td>SYST 2114</td>
<td>Respiratory System</td>
<td>3</td>
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</tr>
<tr>
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<td>Obstetrics/Gynecology</td>
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</tr>
<tr>
<td>SYST 2141</td>
<td>Neurology</td>
<td>2</td>
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</tbody>
</table>

### Elective Courses

There are no required elective hours in the DO program; a complete list of University electives may be found on the Elective Courses (p. 79) page. Prior to the start of each term, students are provided a list of electives for which DO students are eligible.
Graduation Requirements
The University awards the professional degree of Doctor of Osteopathic Medicine (D.O.) upon recommendation of the faculty. The Academic Progress Committee reports annually to the college faculty the names of students who have met requirements for the doctoral degree. To graduate, a student must:

- Exhibit high standards of professional behavior and receive the faculty's recommendation for graduation.
- Have attained 21 years of age.
- Pass all required courses, systems, rotations, and examinations.
- Be formally enrolled for at least two years at the COM.
- Be of good moral character and emotionally stable.
- Satisfactorily discharge all financial obligations to the University.
- Complete all graduation requirements, including the graduation clearance process.
- Pass Level 1 and Level 2 (CE and PE) of the COMLEX examinations.
- Attend graduation ceremonies at which time the degree is conferred. Excused absence from commencement for extraordinary extenuating circumstances will only be considered through written appeal to the Dean of the College.

Program Requirements
To be considered for admission, applicants must have a Bachelor's degree from a regionally accredited college or university prior to the start of orientation.

Applicants must submit entrance exam (e.g. MCAT, GRE, DAT) scores during the application process; scores must be within three years of matriculation. Required courses must be completed before registration. The minimum grades recommended for application are a 2.8 cumulative GPA and a 2.8 science GPA on a 4.0 scale, and at least a "C" in each of the following prerequisite areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Course(s) or Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology/Zoology</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>4 semester hours, with lab</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Physics</td>
<td>8 semester hours, with lab (may substitute 3 semester hours of Statistics)</td>
</tr>
<tr>
<td>English: Comp/Literature/Speech</td>
<td>6 semester hours</td>
</tr>
</tbody>
</table>

Other recommended course work includes molecular biology, genetics, humanities, behavioral sciences, anatomy and math/statistics.

Additional information can be found on the MSA Program Admissions Requirements website (https://www.dmu.edu/msa/admission-requirements).

Program Application Process
Application to the Master of Science in Anatomy program is accepted through the DMU website (https://www.dmu.edu/mbs/how-to-apply) and The Centralized Application Service for Postbaccalaureate Programs (PostBacCAS (http://postbaccas liaisoncas.org/students)). Applicants are expected to demonstrate a superior ability in the biological and chemical sciences throughout their undergraduate and graduate course work and standardized test results. In addition, three letters of recommendation are required to complete the file prior to review by the Admission Committee.

Detailed information regarding the process can be found on the MSA Program Admissions website (https://www.dmu.edu/msa/how-to-apply).

Competitive candidates for admission will be invited to Des Moines University to tour the facilities, meet faculty and graduate students, and have a formal interview.

A student may request transfer credit for previous graduate work completed at other regionally accredited (or equivalent) educational institutions. The request should be submitted in writing to the Program Director who will forward it to the faculty. Approved transfer credits will be entered on the student's permanent record by the Registrar's Office. No more than 10.0 hours of approved graduate work will be applied toward the 44.0 hours required for the degree.

Curriculum Overview and Outline
The Master of Science in Anatomy is a 44.0 credit hour program of study. The student must successfully complete 41.0 credit hours of required course work and three hours of elective course work.
The curriculum is designed to immerse students in the discipline of anatomy while honing their teaching and presentation skills. Through the courses, teaching hours, individual journaling, laboratory work and research, students will develop a deep knowledge of anatomy and an exceptional ability to share that knowledge.

**Program Objectives**

Five program objectives guide teaching, learning and assessment within the MSA educational program. These objectives emanate from (and link back to) the DMU Learning Goals. Graduates of the program are expected:

1. To demonstrate mastery of the anatomic sciences including anatomic imaging
2. To effectively teach and communicate in the field of anatomy
3. To demonstrate professional attributes
4. To demonstrate critical thinking skills
5. To demonstrate knowledge of biochemical and physiological concepts and principles.

**Continuous Quality Improvement**

The MSA program is committed to delivering high-quality academic programming to ensure the academic and professional success of its students. Assessment and evaluation are crucial steps in the educational process that are carefully aligned with student learning objectives and instructional activities. Formative and summative assessment methods vary in format. Student assessment results are incorporated into the COM planning process on a regular basis to support continual improvement in programs and services to students.

**Technical Standards for Admission, Academic Promotion and Graduation**

The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfillment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate seeking a MSA or MSBS degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and applied sciences. DMU seeks to develop candidates who have a deep and robust medical knowledge base, with the ability to appropriately apply it, effectively interpret information, and contribute to decisions across a broad spectrum of laboratory situations in all settings. The critical skills required to be successful are outlined below, and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship, are consistent with the standards of the profession, and are recommended by the Accommodations and Educational Support Specialist.

1. **Observation:** Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences.

2. **Communication:** Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the classroom and laboratory team. Candidates and students must be able to communicate with peers and advisors in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective collaboration within a multidisciplinary team. In any case where a candidate’s ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with teams.

3. **Motor and Sensory:** Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate’s ability to complete and interpret laboratory findings using motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings.

4. **Strength and Mobility:** Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to complete laboratory dissections or experiments.

5. **Intellectual, Conceptual, Integrative, and Quantitative Abilities:** Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, team and collaborative activities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

6. **Behavioral Attributes, Social Skills, and Professional Expectation:** Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of uncertainties inherent in the process of research, and to not engage in substance abuse. Candidates and students must be able to care for all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest and motivation are all qualities that are required throughout the educational process.
REASONABLE ACCOMMODATIONS

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu). The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates’ or student’s interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

PROCESS FOR ASSESSING COMPLIANCE WITH THE TECHNICAL STANDARDS

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

PHYSICAL HEALTH

In addition to the technical standards set forth below, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

### Required Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>MSA 1A02</td>
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<tr>
<td>BIOC 1102</td>
<td>Biochemistry and Molecular Genetics</td>
<td>4.5</td>
</tr>
<tr>
<td>ANAT 1106</td>
<td>Medical Cell &amp; Tissue Biology</td>
<td>4</td>
</tr>
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<td>PHYPM 1116</td>
<td>Medical Physiology</td>
<td>6.5</td>
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<td>ANAT 1104</td>
<td>Neuroanatomy</td>
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<td>MPH 650</td>
<td>Basic Statistics</td>
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<td>Seminar in Anatomy I</td>
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<tr>
<td>MSA 2A02</td>
<td>Sem in Anat II: Anatomical &amp; Edu Resch</td>
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<td>MSA 2A03</td>
<td>Human Development</td>
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<td>MSA 2A04</td>
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<tr>
<td>Elective Courses ²</td>
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**Total Required Courses - Dual**

36

**Total Required Courses - Primary**

44

¹ Required for dual degree students only. ² 3.0 elective credit hours required for primary degree; 6.0 elective credit hours required for dual degree.

### Elective Courses

A complete list of University electives may be found on the Elective Courses (p. 79) page. Prior to the start of each term, students are provided a list of electives for which MSA students are eligible. Students are responsible for checking that any electives for which they have registered do not conflict with required coursework.

### Graduation Requirements

The University awards the degree of Master of Science in Anatomy (M.S.) upon recommendation of the faculty. The Academic Progress Committee reports annually to the college faculty the names of students that have met requirements for the master’s degree.

To graduate, a student must:

- Exhibit high standards of professional behavior and receive the graduate faculty’s recommendation for graduation.
- Pass all required and elective courses and attain a final cumulative GPA of 3.0 or greater.
- Attain a cumulative GPA of 3.00 or greater in the five designated anatomy courses: Gross Anatomy I, Gross Anatomy II, Medical Cell and Tissue Biology, Neuroanatomy, and Human Development.
- Satisfactorily discharge all financial obligations to the University.

Complete all graduation requirements, including the graduation clearance process and a petition to graduate form. The petition to graduate (https://www.dmu.edu/form/petition-to-graduate) form can be found on the website.
Master of Science in Biomedical Sciences Program

The Master of Science in Biomedical Sciences (M.S.B.S.) Program offers training for students interested in research careers at academic, government or private institutions. We will provide individuals aspiring for a health science career an opportunity to become prepared for professional studies in the areas of medicine and research.

The program is designed to be completed in 24 months, but can take up to five years to be completed on a part-time basis. The curriculum includes first-year medical school classes, courses specifically designed for the biomedical science program and an intensive 18 months of bench research.

Students currently enrolled in the Doctor of Osteopathic Medicine (D.O.) program or Doctor of Podiatric Medicine (D.P.M.) program can also apply to the Biomedical Sciences program. Curriculum for dual degree students is designed to be completed within five years. The emphasis for dual degree students is on training clinician researchers to teach research methods and conduct methodologically rigorous and scientifically sound studies.

Mission

To educate diverse groups of highly competent and collaborative biomedical scientists prepared to address problems of human health through basic and clinical research.

Vision

A cultivator of exceptional student researchers who discover and disseminate new knowledge that contributes to the advancement of the treatment, cure, and prevention of human disease.

Program Requirements

To be considered for admission, applicants must have a bachelor’s degree from a regionally accredited college or university prior to the start of orientation, or meet the requirements of a specific articulation agreement.

Applicants must submit entrance exam (e.g. MCAT, GRE, DAT) scores during the application process; scores must be within three years of matriculation. Required courses must be complete before registration. The minimum grades recommended for application are a 2.8 cumulative GPA and a 2.8 science GPA on a 4.0 scale, and at least a “C” in each of the following prerequisite areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Course(s) or Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology/Zoology</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>4 semester hours, with lab</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Physics</td>
<td>8 semester hours, with lab (may substitute 3 semester hours of Statistics)</td>
</tr>
<tr>
<td>English: Comp/Literature/Speech</td>
<td>6 semester hours</td>
</tr>
</tbody>
</table>

Other recommended course work includes cell biology, microbiology, immunology, physiology, and anatomy.

Program Learning Outcomes

1. Carry out and interpret biomedical research that generates new knowledge and advances the field.
2. Apply mastery of core concepts in biomedical science to course work and research projects.
3. Effectively communicate scientific information in written and oral format.
4. Adhere to the appropriate standards of professionalism and ethics related to biomedical research.
5. Collaborate effectively with colleagues, advisors, and the larger research community to promote cooperative learning.

Continuous Quality Improvement

The COM is committed to delivering high-quality academic programming to ensure the academic and professional success of its students.

Program Application Process

Application to the Master of Science in Biomedical Sciences program is accepted through the DMU website (link to https://www.dmu.edu/mbs/how-to-apply/) and The Centralized Application Service for Postbaccalaureate Programs (PostBacCAS). In addition, three letters of recommendation are required to complete the file prior to review by the Admission Committee.

Detailed information regarding the process can be found on the MSBS program admissions website.

The Admissions Committee will select the most competitive applicants to participate in an on-campus interview. Following the interview, the Admissions Committee will review applicant files and interview results to make decisions. Generally, applicants will receive a response to their application within three weeks of the interview.

A student may request transfer credit for previous graduate work completed at other regionally accredited (or equivalent) educational institutions. The request should be submitted in writing to the Program Director who will forward it to the Biomedical Sciences Coordinating Committee. Approved transfer credits will be entered on the student's permanent record by the Registrar’s Office. No more than 10.0 credit hours of approved graduate work will be applied toward the 46.5 credit hours required for the degree.

Curriculum Overview and Outline

The Master of Science in Biomedical Sciences program is a two-year program that offers diverse opportunities in the specialties biochemistry, microbiology, pharmacology, physiology, and pathology. Dual degree students (DO or DPM) can complete the requirements for the MSBS degree with one additional year added to their clinical program. Students are required to complete a total of 46.5 credit hours (22 credit hours in the classroom and 24.5 credit hours of bench research and thesis).

Students select a laboratory in their first year while completing the majority of their course work. The second year focuses primarily on research and thesis. Throughout the program students enjoy beneficial learning and working relationships with each other and with faculty dedicated to their success.

Additional information can be found on the MSBS Program Admissions Requirements website (https://www.dmu.edu/mbs/admission-requirements).
Assessment and evaluation are crucial steps in the educational process that are carefully aligned with student learning objectives and instructional activities. Formative and summative assessment methods vary in format—i.e., written tests, performance assessments (research and thesis), focused assignments (case reports, projects, self-reflection) and portfolios, among others. Student assessment results are incorporated into the COM planning process on a regular basis to support continual improvement in programs and services to students.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate seeking a MSA or MSBS degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and applied sciences. DMU seeks to develop candidates who have a deep and robust medical knowledge base, with the ability to appropriately apply it, effectively interpret information, and contribute to decisions across a broad spectrum of laboratory situations in all settings. The critical skills required to be successful are outlined below, and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship, are consistent with the standards of the profession, and are recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences.

2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the classroom and laboratory team. Candidates and students must be able to communicate with peers and advisors in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective collaboration within a multidisciplinary team. In any case where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with teams.

3. Motor and Sensory: Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate's ability to complete and interpret laboratory findings using motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings.

4. Strength and Mobility: Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to complete laboratory dissections or experiments.

5. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, team and collaborative activities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

6. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of uncertainties inherent in the process of research, and to not engage in substance abuse. Candidates and students must be able to care for all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest and motivation are all qualities that are required throughout the educational process.

REASONABLE ACCOMMODATIONS

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu). The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

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The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

PHYSICAL HEALTH

In addition to the technical standards set forth below, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

Required Core

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOC 1112</td>
<td>Biochemistry/Molecular Genetics</td>
<td>4.5</td>
</tr>
<tr>
<td>MBS 1B15</td>
<td>Intro to Research &amp; Compliance</td>
<td>2.5</td>
</tr>
<tr>
<td>MBS 1B03</td>
<td>Responsible Conduct Biomedical Research</td>
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</tr>
<tr>
<td>MBS 1B06</td>
<td>Intro to Biostatistics and Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MBS 1B12A</td>
<td>Frontiers in Biomedical Research A</td>
<td>1.5</td>
</tr>
<tr>
<td>MBS 1B12B</td>
<td>Frontiers in Biomedical Research B</td>
<td>1</td>
</tr>
<tr>
<td>MBS 2B04</td>
<td>Presentation of Scientific Information</td>
<td>1</td>
</tr>
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<td>MBS 2B05</td>
<td>Scientific Communications</td>
<td>1</td>
</tr>
<tr>
<td>MBS 2B10</td>
<td>Research</td>
<td>15.5</td>
</tr>
<tr>
<td>MBS 2B12</td>
<td>Thesis</td>
<td>9</td>
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<tr>
<td><strong>Total Hours (Required Core &amp; Emphasis Block Courses)</strong></td>
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Emphasis Blocks

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<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBS 1B07</td>
<td>Microbiology and Immunology</td>
<td>6</td>
</tr>
<tr>
<td>MBS 1B11</td>
<td>Special Topics Microbiology &amp; Immunology</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td><strong>7.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYPM 1116</td>
<td>Medical Physiology</td>
<td>6.5</td>
</tr>
<tr>
<td>MBS 1B05</td>
<td>Special Topics in Physiology &amp; Pharm</td>
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</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>7.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBS 1B08</td>
<td>Major Organ Physiology</td>
<td>3.5</td>
</tr>
<tr>
<td>MICR 1104</td>
<td>Immunology</td>
<td>1.5</td>
</tr>
<tr>
<td>MICR 1109</td>
<td>General Pathology</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>7.5</strong></td>
</tr>
</tbody>
</table>

1  7.5 hours of emphasis courses are required.

In addition to course work, students in the program must successfully write and defend a thesis to receive their master's degree from Des Moines University.

Elective Courses

There are no required elective hours in the MSBS program; a complete list of University electives may be found on the Elective Course page. Prior to the start of each term, students are provided a list of electives for which MSBS students are eligible.

Graduation Requirements

The University awards the degree of Master of Science in Biomedical Sciences (M.S.) upon recommendation of the faculty. The Academic Progress Committee reports annually to the college faculty the names of students that have met requirements for the master's degree.

To graduate, a student must:

- Exhibit high standards of professional behavior and receive the graduate faculty's recommendation for graduation.
- Successfully complete all required courses and attain a final cumulative GPA of 3.0 or higher.
- Successfully complete and defend their thesis.
- Make continual research project progress commensurate with successful thesis completion.
- Satisfactorily discharge all financial obligations to the University.
- Complete all graduation requirements, including the graduation clearance process and a Petition to Graduate form. The Petition to Graduate form (https://www.dmu.edu/form/petition-to-graduate) can be found on the website.
COLLEGE OF PODIATRIC MEDICINE AND SURGERY

The College of Podiatric Medicine and Surgery (CPMS) was established in 1981 as one of the colleges of Des Moines University. As the profession's first college within a health sciences university, CPMS provides a unique opportunity for students and the podiatric medical profession to focus on the delivery of podiatric medical services as an integral part of the health care team.

Mission
To educate a diverse group of highly competent and compassionate podiatric health professionals to improve lives in our global community.

Vision
- Education: The College will be a model for innovative podiatric medical education, committed to training leaders of the profession and podiatric physicians of the future.
- Research: The College will be a cultivator of distinctive faculty and student researchers who discover and disseminate new knowledge.
- Clinic: Des Moines University Foot and Ankle clinic will provide high quality patient care and educational experiences dedicated to improving health and wellness.
- Policy and Service: The College will continue to lead in select community service areas and advocate for policy issues that improve the well-being of our community and advance the podiatric profession.

Doctor of Podiatric Medicine Program
Podiatric physicians manage patients with a broad range of foot and ankle problems; they diagnose and treat foot and ankle conditions for patients of all ages. Educating patients on prevention or reoccurrence is a vital aspect of their practice. Podiatric physicians medically, surgically and mechanically manage foot and ankle problems and care for patients with diabetes who are vulnerable to limb-threatening complications. It is not uncommon for these specialists to treat conditions associated with peripheral vascular disease, various forms of arthritis, trauma, neurologic disorders and sports or occupation related injuries.

Program Requirements
The majority of students matriculating to DMU-CPMS will have earned a bachelor's degree before enrolling at DMU. You may apply while working toward completion of the requirements for your degree. You will have the opportunity to indicate this on your application. Bachelor's degrees must be conferred by a regionally accredited institution. In some situations, exceptional students may be considered for admission after completing only three years (90 semester hours) of undergraduate work at a regionally accredited institution.

Applicants must submit entrance exam (e.g. MCAT) scores during the application process; scores no older than three years are preferred. A science GPA and cumulative GPA of 2.7 or higher are recommended to be considered for admission. The following courses are required for admission:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Course(s) or Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>8 semester hours, with lab (may substitute 4 semester hours of Biochemistry)</td>
</tr>
<tr>
<td>Physics</td>
<td>8 semester hours, with lab</td>
</tr>
<tr>
<td>English: Comp/Literature/Speech</td>
<td>6 semester hours</td>
</tr>
</tbody>
</table>

It is highly recommended students take biochemistry. Other recommended courses include genetics, human anatomy, statistics and physiology.

Additional information can be found on the DPM Program Admissions Requirements website (https://www.dmu.edu/cpms/admission-requirements).

Program Application Process
Application to the Doctor of Podiatric Medicine Program is accepted through the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS), which is a centralized application service. In addition to the application, two letters of recommendation are required.

Detailed information regarding the process can be found on the DPM Program Admissions website (https://www.dmu.edu/cpms/how-to-apply).

Competitive applicants will be invited to participate in an on-campus interview (https://www.dmu.edu/cpms/how-to-apply/interview-day).

Applicants will typically receive a response to their application from the Admissions Office within one week of receipt.

Students wishing to be considered for transfer into the DPM program from another podiatric program must meet the following criteria:

- Student must be enrolled in a CPME-, COCA- or LCME-accredited institution.
- Student must be in good academic standing defined as no academic deficiencies exist.
- Student must have a cogent reason for requesting transfer.
- Student must meet the requirements for admission as a first-year student as outlined in the previous section.
- Student must submit a formal letter of request stating reasons for transfer.
- Student must submit a supportive letter of recommendation from the dean of his/her current medical school stating student is in good academic standing.
- Student must submit official transcripts from his/her current school and all other institutions attended, including undergraduate institutions.
- Student requesting transfer must have passed APMLE Part I if requesting transfer at the completion of the second year.
- Student must be willing to attend an on-campus interview by request.
- A review of transcripts will determine what credit will be granted if any for prior course work, as well as which CPMS courses will be required prior to graduation.
- Student must be enrolled at DMU a minimum of two years and meet all graduation requirements of the Student Handbook.
• Student must complete a criminal background check prior to transfer.
• Student must not have any felony convictions or had violations of professional or moral conduct.

Additional information regarding eligibility, application process and requirements can be obtained by contacting the Admissions Office.

Students who have completed coursework in the Master of Health Care Administration (MHA), Master of Public Health (MPH), Master of Science in Anatomy (MSA) or Master of Science in Biomedical Sciences (MSBS) program and are accepted into the DPM program may petition to receive advanced standing for courses completed in the initial program. A maximum of 12.0 advanced standing credit hours can be requested. Courses must have been completed within the last two years and students must have earned a minimum of a “B” grade in order to be considered for advanced standing credit. Additional information regarding advanced standing credit can be reviewed in the Advanced Standing Credit policy.

Curriculum Overview and Outline

The College of Podiatric Medicine and Surgery prepares podiatric medical students through an integrated program of didactic, laboratory and clinical experiences in medical centers and ambulatory care facilities.

Students receive a core of basic science instruction based on an integrated systems curriculum reflecting the interrelationship and interdependence of body systems. This is an innovative method of instruction that focuses on the systems of the body (e.g., hematological, cardiovascular). The basic sciences (e.g., anatomy, microbiology, biochemistry) are taught as they apply to the specific system under study. Clinical cases and simulation experiences relate each system to today’s podiatric medical practice.

The basic science curriculum for podiatric medical students is essentially the same as the curriculum for students in the College of Osteopathic Medicine as classes are taught jointly. Additional comprehensive instruction in the functional anatomy of the lower extremity is provided to students in the College of Podiatric Medicine and Surgery.

Courses taught in the second and third year are designed to meet the general medicine and profession-specific educational needs of podiatric medical students.

During the last 24 months of the four-year course of study, students receive clinical experiences in ambulatory clinics, medical centers and community practices. During this phase, podiatric medical students interact with other members of the health care community, such as primary care physicians, specialists and students in other health care programs. Emphasis is upon developing an understanding of podiatric medicine as an integral part of interprofessional, patient-centered health care.

Research

Research is a vital aspect of the podiatric curriculum. Students receive instruction in research design and methodology, compliance issues and the principles of evidence-based medicine. Faculty and students are involved in a variety of research projects leading to peer-reviewed publication and scientific presentation. A biomechanics human performance laboratory supports the research of several faculty from the College of Podiatric Medicine and Surgery and the College of Health Sciences.

Students can become involved in research projects with basic scientists or clinicians. This typically includes major participation in the preparation of the research protocol, preparation of grant applications and significant involvement in data collection and analysis.

Program Outcomes

To review the college’s outcome statistics (e.g. board exam pass rates, graduation rates, residency placement rates, etc.) and how they compare to national averages, please visit the program outcomes webpage (https://www.dmu.edu/cpms/program-outcomes).

Licensure

Podiatric physicians are required to be licensed in the states in which they practice. Each state has its own requirements for granting licensure and its own licensing board. Generally, a license can be obtained by a state board-administered examination, and/or by acceptance of the certificate issued by the National Board of Podiatric Medical Examiners, or by reciprocity from another state. The National Board of Podiatric Medical Exam process includes administration of the American Podiatric Medical Licensing Examinations (APMLE). APMLE Part I is administered at the completion of the second year and APMLE Part II Clinical Skills and Part II Clinical Knowledge are administered during the fourth year. CPMS students are required to pass Part I and take both parts of Part II. The majority of states, including Iowa, now require completion of an approved residency program.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

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Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate who is seeking a DO, DPM, MSPA, or DPT degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and clinical sciences. DMU seeks to develop candidates who have a deep and robust medical knowledge base and outstanding clinical skills, with the ability to appropriately apply them, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations and settings. The critical skills required to be successful are outlined below and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

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recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately for purposes of diagnosis and clinical care.

2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Candidates and students must be able to communicate with patients in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective caregiving of patients and collaboration within a multidisciplinary team. In any case where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and teams.

3. Motor and Sensory: Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests, perform physical examinations, and provide clinical care, including emergency treatment to patients. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate's ability to complete and interpret physical findings using motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings. Candidates and students must be willing and able to touch and examine members of all genders.

4. Strength and Mobility: Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to provide clinical care, attend to emergency codes, and to perform or direct such maneuvers as CPR.

5. Evaluation and Treatment Integration: Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, candidates and students must perform proper evaluation and treatment integration.

6. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, team and collaborative activities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

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**Course Sequence**

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td></td>
<td><strong>Year I</strong></td>
<td></td>
</tr>
<tr>
<td>ANAT 1101A</td>
<td>Gross Anatomy A</td>
<td>4.5</td>
</tr>
<tr>
<td>ANAT 1101B</td>
<td>Gross Anatomy B</td>
<td>2.5</td>
</tr>
<tr>
<td>ANAT 1104</td>
<td>Neuroanatomy</td>
<td>2.5</td>
</tr>
<tr>
<td>ANAT 1106</td>
<td>Medical Cell &amp; Tissue Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>Biochemistry and Molecular Genetics</td>
<td>4.5</td>
</tr>
<tr>
<td>FIM 1107A</td>
<td>Clinical Medicine A</td>
<td>1.5</td>
</tr>
<tr>
<td>FIM 1107B</td>
<td>Clinical Medicine B</td>
<td>2</td>
</tr>
<tr>
<td>MICR 1103</td>
<td>Microbiology &amp; Immunology</td>
<td>2</td>
</tr>
<tr>
<td>MICR 1109</td>
<td>General Pathology</td>
<td>2</td>
</tr>
<tr>
<td>PHYPM 1116</td>
<td>Medical Physiology</td>
<td>6.5</td>
</tr>
<tr>
<td>POD 1223</td>
<td>Principles &amp; Practices of Podiatric Med</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours 38.5</strong></td>
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<tr>
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</tr>
<tr>
<td>ANAT 2211</td>
<td>Lower Limb Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>PHYPM 2115</td>
<td>Medical Pharmacology</td>
<td>5.5</td>
</tr>
<tr>
<td>POD 2204</td>
<td>Cultural Competency in Medicine</td>
<td>1.5</td>
</tr>
<tr>
<td>POD 2207</td>
<td>Clinical Podiatric Medicine and Diagnost</td>
<td>4</td>
</tr>
<tr>
<td>POD 2210</td>
<td>Fundamentals of Biomechanics</td>
<td>2</td>
</tr>
<tr>
<td>POD 2220</td>
<td>Clin Pod Biomechanics / Surg</td>
<td>6.5</td>
</tr>
<tr>
<td>POD 2237</td>
<td>Podiatric Clinical Rotations</td>
<td>4</td>
</tr>
<tr>
<td>SPMED 2122</td>
<td>Geriatrics (Course has moved from year I to year II in the curriculum; will not be offered in 2019-2020)</td>
<td>2.5</td>
</tr>
<tr>
<td>SYST 2201</td>
<td>Clinical System I: Cardio/Pulmonary</td>
<td>4</td>
</tr>
<tr>
<td>SYST 2206</td>
<td>Clinical System II: Endo/Hematology</td>
<td>3.5</td>
</tr>
<tr>
<td>SYST 2241</td>
<td>Clinical System III: Neuro/Beh Med</td>
<td>3</td>
</tr>
<tr>
<td>SYST 2205</td>
<td>Clinical System IV: Neph/GI/Nutrition</td>
<td>3.5</td>
</tr>
<tr>
<td>SYST 2244</td>
<td>Lower Extremity Dermatology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours 45</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year III</strong></td>
<td></td>
</tr>
<tr>
<td>ACLS 3202</td>
<td>Advanced Cardiac Life Support</td>
<td>0.5</td>
</tr>
<tr>
<td>POD 3205</td>
<td>HC Systems, Community Med, Med Jurispru</td>
<td>2.5</td>
</tr>
<tr>
<td>POD 3206</td>
<td>Case-Based Diagnostic Imaging</td>
<td>1</td>
</tr>
<tr>
<td>POD 3207</td>
<td>Emerg Med / Pod Trauma</td>
<td>2.5</td>
</tr>
<tr>
<td>POD 3210</td>
<td>Basic Surgical &amp; Medical Skills</td>
<td>1</td>
</tr>
<tr>
<td>POD 3217A</td>
<td>Podiatric Med &amp; Surg Rotation</td>
<td>14</td>
</tr>
<tr>
<td>POD 3217B</td>
<td>Podiatric Med &amp; Surg Rotation</td>
<td>14</td>
</tr>
<tr>
<td>POD 3221</td>
<td>Case-Based Rearfoot Pathology</td>
<td>1</td>
</tr>
<tr>
<td>POD 3224</td>
<td>Case-Based Forefoot Pathology</td>
<td>1</td>
</tr>
<tr>
<td>POD 3225</td>
<td>Case-Based Infectious Disease</td>
<td>1</td>
</tr>
<tr>
<td>POD 3227</td>
<td>Emergency Medicine Simulation Rotation</td>
<td>1</td>
</tr>
<tr>
<td>POD 3228</td>
<td>Vascular Surgery Rotation</td>
<td>2</td>
</tr>
<tr>
<td>POD 3229</td>
<td>Internal Medicine Rotation</td>
<td>2</td>
</tr>
<tr>
<td>POD 3231</td>
<td>Comm-Based Pod Med/Surg Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours 47.5</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year IV</strong></td>
<td></td>
</tr>
<tr>
<td>POD 4217</td>
<td>Clinical Skills Assessment (Course taken in 1.0 credit hour increments over three terms)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students must complete 44 credit hours of clinical rotations during their fourth year</td>
<td></td>
</tr>
<tr>
<td>POD 4220</td>
<td>Podiatric Medicine/Surgery Rotation</td>
<td>4-20</td>
</tr>
<tr>
<td>POD 4221</td>
<td>Core Rotation</td>
<td>4-12</td>
</tr>
<tr>
<td>POD 4222</td>
<td>Private Practice Rotation</td>
<td>4-12</td>
</tr>
<tr>
<td>POD 4223</td>
<td>Academic Medicine Rotation</td>
<td>4-16</td>
</tr>
<tr>
<td>POD 4224</td>
<td>Medicine Rotation</td>
<td>4-16</td>
</tr>
<tr>
<td>POD 4225</td>
<td>Medical Specialties Rotation</td>
<td>4-12</td>
</tr>
<tr>
<td>POD 4226</td>
<td>Research Rotation</td>
<td>4-12</td>
</tr>
<tr>
<td>POD 4227</td>
<td>Global Health Rotation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours 47</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours Required 178</strong></td>
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</tr>
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**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>ACLS 3202</td>
<td>Advanced Cardiac Life Support</td>
<td>0.5</td>
</tr>
<tr>
<td>ANAT 1101A</td>
<td>Gross Anatomy A</td>
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</tr>
<tr>
<td>ANAT 1101B</td>
<td>Gross Anatomy B</td>
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</tr>
<tr>
<td>ANAT 1104</td>
<td>Neuroanatomy</td>
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</tr>
<tr>
<td>ANAT 1106</td>
<td>Medical Cell &amp; Tissue Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>Biochemistry and Molecular Genetics</td>
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</tr>
<tr>
<td>FIM 1107A</td>
<td>Clinical Medicine A</td>
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<tr>
<td>FIM 1107B</td>
<td>Clinical Medicine B</td>
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</tr>
<tr>
<td>MICR 1103</td>
<td>Microbiology &amp; Immunology</td>
<td>5.5</td>
</tr>
<tr>
<td>MICR 1109</td>
<td>General Pathology</td>
<td>2.5</td>
</tr>
<tr>
<td>MICR 1109</td>
<td>General Pathology</td>
<td>2.5</td>
</tr>
<tr>
<td>PHYPM 1116</td>
<td>Medical Pharmacology</td>
<td>6.5</td>
</tr>
<tr>
<td>PHYPM 2115</td>
<td>Medical Pharmacology</td>
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<td>POD 1223</td>
<td>Principles &amp; Practices of Podiatric Med</td>
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<tr>
<td>POD 2204</td>
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<tr>
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<tr>
<td>POD 2207</td>
<td>Clinical Podiatric Medicine and Diagnost</td>
<td>4</td>
</tr>
<tr>
<td>POD 2210</td>
<td>Case-Based Rearfoot Pathology</td>
<td>1</td>
</tr>
<tr>
<td>POD 2224</td>
<td>Case-Based Forefoot Pathology</td>
<td>1</td>
</tr>
<tr>
<td>POD 2225</td>
<td>Case-Based Infectious Disease</td>
<td>1</td>
</tr>
<tr>
<td>POD 2227</td>
<td>Emergency Medicine Simulation Rotation</td>
<td>1</td>
</tr>
<tr>
<td>POD 3205</td>
<td>HC Systems, Community Med, Med Jurispru</td>
<td>2.5</td>
</tr>
<tr>
<td>POD 3206</td>
<td>Case-Based Diagnostic Imaging</td>
<td>1</td>
</tr>
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<td>POD 3207</td>
<td>Emerg Med / Pod Trauma</td>
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<tr>
<td>POD 3210</td>
<td>Basic Surgical &amp; Medical Skills</td>
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<td>POD 3217A</td>
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<tr>
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<td>POD 3221</td>
<td>Case-Based Rearfoot Pathology</td>
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<tr>
<td>POD 3224</td>
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<tr>
<td>POD 3225</td>
<td>Case-Based Infectious Disease</td>
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<tr>
<td>POD 3227</td>
<td>Emergency Medicine Simulation Rotation</td>
<td>1</td>
</tr>
<tr>
<td>POD 3228</td>
<td>Vascular Surgery Rotation</td>
<td>2</td>
</tr>
<tr>
<td>POD 3229</td>
<td>Internal Medicine Rotation</td>
<td>2</td>
</tr>
<tr>
<td>POD 3231</td>
<td>Comm-Based Pod Med/Surg Rotation</td>
<td>4</td>
</tr>
<tr>
<td>POD 4217</td>
<td>Clinical Skills Assessment</td>
<td>1</td>
</tr>
</tbody>
</table>
Elective Courses

There are no required elective hours in the DPM program; a complete list of University electives may be found on the Elective Courses (p. 79) page. Prior to the start of each term, students are provided a list of electives for which DPM students are eligible.

Graduation Requirements

The University awards the professional degree of Doctor of Podiatric Medicine (D.P.M.) upon recommendation of the faculty. The Academic Progress Committee reports annually to the college faculty the names of students who have met requirements for the doctoral degree.

To graduate, a student must:

- Exhibit high standards of professional behavior and receive the faculty’s recommendation for graduation.
- Pass all required systems, courses, rotations and examinations.
- Take and pass APMLE Part I and take both APMLE Part II clinical knowledge and clinical skills exams administered by the National Board of Podiatric Medical Examiners.
- Maintain a grade point average (GPA) of at least a 2.0.
- Be of good moral character and emotional stability.
- Have attained the age of 21 years.
- Be approved for graduation by the Board of Trustees of the University as recommended by the CPMS faculty, following recommendation by the CPMS Academic Progress Committee. Non-academic as well as academic performance is evaluated and considered for graduation.
- Satisfactorily discharge all financial obligations to the University.
- Complete all graduation requirements, including the graduation clearance process.
- Attend graduation ceremony at which time the degree is conferred. Excused absence from commencement for extraordinary extenuating circumstances will only be considered through written appeal to the Dean of the College.
**COLLEGE OF HEALTH SCIENCES**

The College of Health Sciences has been a dynamic part of Des Moines University since its inception in 1981. Continuing to respond to the changing landscape of medicine has allowed the college to add programs that meet the needs of the students, the health care system, and its patients. The college offers four degree programs: Doctor of Physical Therapy (D.P.T.), Master of Science in Physician Assistant Studies (M.S.), Master of Health Care Administration (M.H.A.) and Master of Public Health (M.P.H.).

Outstanding faculty and staff assure the programs’ curricula keep pace with the changes in clinical practice, public health and health care administration. The programs are designed for students who want to make the most out of their education by providing them access to faculty and facilities that provide them with a practical, hands-on approach to learning.

The M.H.A. and M.P.H. programs offer a wide variety of online classes better suited to today’s working professional. Being part of a medical and health professions university the College of Health Sciences gives students access to a wide range of future health care providers and opportunities for interprofessional education. That interaction better prepares them for practice or work in today’s rapidly-changing health care environment.

**Mission**

To advance the health and well-being of society through the development of exemplary health care professionals in a learning-centered environment.

**Core Values**

- Health promotion
- Life-long learning
- The transfer of evidence-based research into practice

**Doctor of Physical Therapy Program**

The College of Health Sciences at Des Moines University offers an accredited entry-level program of study in physical therapy. The program includes 34 months of academic study and supervised clinical education experiences leading to a Doctor of Physical Therapy (D.P.T.) degree.

The DPT program supports the development of health care practitioners via the utilization of innovative and collaborative learning experiences focused on enhancing quality of life via the science of human movement. The program prepares graduates who are competent in advancing health and serving society in diverse healthcare environments that are reflective of contemporary practice.

**Mission**

Engage innovative thinkers to optimize health through movement.

**Vision**

Transform communities by optimizing lives through the science of movement.

---

**Student Learning Outcomes**

- Students and graduates will demonstrate knowledge of foundational and clinical sciences associated with the practice of physical therapy.
- Students and graduates will perform all elements associated with patient management
  - safely
  - effectively
  - displaying sound clinical decision making
- Students and graduates will display moral, ethical, and legal behaviors in academic, healthcare and community environments.
- Students and graduates interact/communicate with patients/clients, caregivers, health care providers and community members in a manner that is congruent with situational and cultural needs.
- Students and graduates will apply evidence-based principles within their practice environment.
- Students and graduates will perform administrative duties/activities associated with practice management.
- Students and graduates will demonstrate interprofessional attitudes and behaviors in all settings.
- Students and graduates will provide care/consultation for health promotion and wellness in healthcare and community environments.
- Students and graduates will exhibit lifelong learning behaviors for personal and professional growth.
- Students and graduates will engage in service to the profession, university, and community.

**Program Requirements**

To be considered for admission, you must have a bachelor’s degree from a regionally accredited college or university prior to the start of orientation.

Applicants must submit GRE scores during the application process. Required courses must be completed before registration. A science GPA and cumulative GPA of 3.0 or higher are recommended to be considered for admission. The following course work must be completed prior to matriculation; grades below a C- will not be accepted.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Course(s) or Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>1 course</td>
</tr>
<tr>
<td>Physiology</td>
<td>1 course</td>
</tr>
<tr>
<td>Biology</td>
<td>2 courses</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2 courses</td>
</tr>
<tr>
<td>Physics</td>
<td>2 courses</td>
</tr>
<tr>
<td>Psychology</td>
<td>2 courses</td>
</tr>
<tr>
<td>Statistics</td>
<td>1 course</td>
</tr>
</tbody>
</table>

1 with lab  
2 or a two-course sequence in anatomy and physiology with lab

Other recommended course work includes biomechanics, kinesiology, exercise physiology, genetics, abnormal psychology, developmental psychology and math (trigonometry or calculus).

Applicants are also required to observe physical therapists at work in various settings. We require that you spend at least 50 hours observing licensed physical therapists in both inpatient and outpatient settings.

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**Required Course(s) or Term Hours**

- 2 courses
- 1 course
Completion of 40 hours of observation is required prior to an applicant’s eligibility to be considered for an admission interview.

Additional information can be found on the DPT Program Admissions Requirements website (https://www.dmu.edu/pt/admission-requirements).

**Program Application Process**

Application to the Doctor of Physical Therapy program is accepted through the Physical Therapist Centralized Application Service (PTCAS).

Detailed information regarding the process can be found on the DPT Program Admissions website (https://www.dmu.edu/pt/how-to-apply).

Applicants will be contacted by email if they are selected for an on-campus interview (https://www.dmu.edu/pt/how-to-apply/interview-day). An interview is required for admission. Applicants will receive a response to their application status after the interview process.

**Curriculum Overview and Outline**

Students must complete each of the courses listed in the accompanying set of course descriptions. The curriculum is designed to assist students with professional and personal development. This is accomplished through integrated and sequential learning experiences including but not limited to a course series in Foundational Sciences (FS), Patient Management (PM), Clinical Applications (CA), and Professional Issues and Development. The experiences provide the basic cognitive, affective and psychomotor knowledge and skills needed for the practice of physical therapy. These experiences are also designed to motivate students to become lifelong learners.

To ensure excellence for both students and society, formative and summative evaluation is essential. Evaluation facilitates learning and provides validation for program excellence.

The faculty is committed to excellence in teaching and learning, and to serving students, the community and the profession. Excellence is achieved through selection of students with unique natural talents and abilities followed by nurturing and development.

The program is 34 months in length and is divided into eight terms. Each term builds on the information from previous terms. The length of time for each term varies.

**Program Outcomes**

To review the program’s outcomes statistics (e.g., average graduation rate, average employment rate, average licensure exam pass rate, etc.), please visit the program’s outcomes webpage (https://www.dmu.edu/pt/program-outcomes).

**Licensure**

Students who satisfactorily complete the requirements for graduation from the physical therapy program of the College of Health Sciences are eligible to take the National Physical Therapy Exam (NPTE) given by the Federation of State Boards of Physical Therapy. A passing score on this examination is one requirement for practice as a physical therapist in all states.

**TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION**

The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate who is seeking a DO, DPM, MSPA, or DPT degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and clinical sciences. DMU seeks to develop candidates who have a deep and robust medical knowledge base and outstanding clinical skills, with the ability to appropriately apply them, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations and settings. The critical skills required to be successful are outlined below and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship, are consistent with the standards of the medical profession, and are recommended by the Accommodations and Educational Support Specialist.

1. **Observation:** Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately for purposes of diagnosis and clinical care.

2. **Communication:** Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Candidates and students must be able to communicate with patients in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective caregiving of patients and collaboration within a multidisciplinary team. In any case where a candidate’s ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and teams.

3. **Motor and Sensory:** Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests, perform physical examinations, and provide clinical care, including emergency treatment to patients. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate’s ability to complete and interpret physical findings using motor skills is compromised, the candidate must...
demonstrate alternative means and/or abilities to retrieve these physical findings. Candidates and students must be willing and able to touch and examine members of all genders.

4. Strength and Mobility: Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to provide clinical care, attend to emergency codes, and to perform or direct such maneuvers as CPR.

5. Evaluation and Treatment Integration: Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, candidates and students must perform proper evaluation and treatment integration.

6. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, team and collaborative activities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

7. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of uncertainties inherent in the clinical problems of patients, and to not engage in substance abuse. Candidates and students must be able to care for all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are required throughout the educational process.

**REASONABLE ACCOMMODATIONS**

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu). The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates’ or student’s interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

**PROCESS FOR ASSESSING COMPLIANCE WITH THE TECHNICAL STANDARDS**

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

**PHYSICAL HEALTH**

In addition to the technical standards set forth, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

**Course Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 1620</td>
<td>CA Health Promotion</td>
<td>1.5</td>
</tr>
<tr>
<td>DPT 1640</td>
<td>Research &amp; Design Statistics</td>
<td>2</td>
</tr>
<tr>
<td>DPT 1650</td>
<td>FS Anatomy</td>
<td>9</td>
</tr>
<tr>
<td>DPT 1651</td>
<td>FS Health Promotion</td>
<td>4.5</td>
</tr>
<tr>
<td>DPT 1660</td>
<td>PM Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>DPT 1690</td>
<td>Professional Issues &amp; Development 1</td>
<td>3</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPT 1621</td>
<td>CA Musculoskeletal Lower Quad</td>
<td>2</td>
</tr>
<tr>
<td>DPT 1641</td>
<td>Epidemiology and Evidence Based Practice</td>
<td>1</td>
</tr>
<tr>
<td>DPT 1652</td>
<td>FS Musculoskeletal Lower Quad</td>
<td>4.5</td>
</tr>
<tr>
<td>DPT 1661</td>
<td>PM Musculoskeletal Lower Quad</td>
<td>8</td>
</tr>
<tr>
<td>DPT 1680</td>
<td>Health Promotion Practicum</td>
<td>2</td>
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</tbody>
</table>
DPT 1691  Professional Issues & Development 2  1  
Credit Hours  18.5  

Year 2  
Summer Term  
DPT 2622A CA Musculoskeletal Upper Quad 1  1  
DPT 2653A FS Musculoskeletal Upper Quad 1  2.5  
DPT 2662A PM Musculoskeletal Upper Quad 1  5  
DPT 2692A Professional Issues & Development 3  0.5  
Credit Hours  9  
Fall Term  
DPT 2622B CA-Musculoskeletal Upper Quad 2  0.5  
DPT 2630 Clinical Education Experience 1  10  
DPT 2653B FS Musculoskeletal Upper Quad 2  1  
DPT 2662B PM Musculoskeletal Upper Quad 2  3  
DPT 2692B Professional Issues & Development 4  1  
Credit Hours  15.5  
Spring Term  
DPT 2623 CA Neuromuscular Systems  2.5  
DPT 2654 FS Neuromuscular Systems  3  
DPT 2663 PM Cardiopulmonary Systems  3  
DPT 2664 PM Neuromuscular Systems  7  
DPT 2693 Professional Issues & Development 5  2.5  
Credit Hours  18  

Year 3  
Summer Term  
DPT 3631 Clinical Education Experience 2  10  
Credit Hours  10  
Fall Term  
DPT 3610 Civic Engagement  1  
DPT 3670 Practice Topics  10  
DPT 3694 Professional Issues & Development 6  3.5  
Credit Hours  14.5  
Spring Term  
DPT 3632 Clinical Education Experience 3  8  
DPT 3633 Clinical Education Experience 4  8  
In addition to the required course work outlined above, 4.0 credit hours of elective course work is required for graduation  4.0  
Credit Hours  20  
Total Credit Hours  127.5  

Elective Courses  
4.0 credit hours of elective course work are required for graduation. A complete list of University electives may be found on the Elective Courses (p. 79) page. Prior to the start of each term, students are provided a list of electives for which DPT students are eligible.  
To receive a Doctor of Physical Therapy degree, a student must satisfy the following:  
- Successful completion of all academic requirements:  
  - Pass all academic course work and clinical internships.  
  - Maintain a grade point average (GPA) of at least a 2.0.  
  - Completion of the Federation of the State Boards of Physical Therapy’s Practice Exam and Assessment Tool.  
- Approval for graduation by the program faculty, Dean and the Board of Trustees of the University following recommendation by the Academic Progress Committee. Academic performance and professionalism is evaluated and considered for graduation.  
- Satisfactory resolution of all financial obligations  

Required Courses  

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<th>Credit Hours</th>
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<td>CA Health Promotion</td>
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<td>CA Musculoskeletal Lower Quad</td>
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</tr>
<tr>
<td>DPT 1640</td>
<td>Research &amp; Design Statistics</td>
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<td>DPT 1641</td>
<td>Epidemiology and Evidence Based Practice</td>
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<td>DPT 1650</td>
<td>FS Anatomy</td>
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<td>DPT 1651</td>
<td>FS Health Promotion</td>
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<td>DPT 1652</td>
<td>FS Musculoskeletal Lower Quad</td>
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<td>DPT 1660</td>
<td>PM Health Promotion</td>
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<td>PM Musculoskeletal Lower Quad</td>
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</tr>
<tr>
<td>DPT 1680</td>
<td>Health Promotion Practicum</td>
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</tr>
<tr>
<td>DPT 1690</td>
<td>Professional Issues &amp; Development 1</td>
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<tr>
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<tr>
<td>DPT 2622A</td>
<td>CA Musculoskeletal Upper Quad 1</td>
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<td>DPT 2622B</td>
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<td>CA Neuromuscular Systems</td>
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<td>DPT 2653A</td>
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<td>DPT 2653B</td>
<td>FS Musculoskeletal Upper Quad 2</td>
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<td>DPT 2654</td>
<td>FS Neuromuscular Systems</td>
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<td>DPT 2662A</td>
<td>PM Musculoskeletal Upper Quad 1</td>
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<td>DPT 2662B</td>
<td>PM Musculoskeletal Upper Quad 2</td>
<td>3</td>
</tr>
<tr>
<td>DPT 2663</td>
<td>PM Cardiopulmonary Systems</td>
<td>3</td>
</tr>
<tr>
<td>DPT 2664</td>
<td>PM Neuromuscular Systems</td>
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<td>DPT 2693</td>
<td>Professional Issues &amp; Development 5</td>
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<td>DPT 3610</td>
<td>Civic Engagement</td>
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<tr>
<td>DPT 3631</td>
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<td>DPT 3632</td>
<td>Clinical Education Experience 3</td>
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<tr>
<td>DPT 3633</td>
<td>Clinical Education Experience 4</td>
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<tr>
<td>DPT 3670</td>
<td>Practice Topics</td>
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<tr>
<td>DPT 3694</td>
<td>Professional Issues &amp; Development 6</td>
<td>3.5</td>
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Master of Science in Physician Assistant Studies Program  
Physician assistants (PAs) are medical professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs gather patient histories, conduct physical exams, order and interpret tests, diagnose and treat illnesses, counsel on preventive health care, assist in surgery, and write prescriptions.  
While working as dependent practitioners, physician assistants exercise delegated autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also
include education, research, and administrative services. PAs are trained using the medical model similar to that of their physician colleagues. This broad training allows them the lateral flexibility to change specialties without requiring further education. Physician assistants are life-long learners who are required to attain continuing medical education in order to incorporate the latest medical advances into their practices.

Des Moines University believes there is a need for mid-level providers on the primary health care team. The utilization of physician assistants over the last 50+ years has demonstrated that PAs provide high-quality and cost-effective medical care to patients. Through the availability of PAs, physicians have been able to concentrate on patients with more complex medical problems.

**Mission**

As the physician assistant program, our mission is:

To develop highly competent and compassionate physician assistants who are committed to patient-centered care.

**Our Core Values Are:**

- **Teamwork:** A collaborative, multidisciplinary approach is key to providing quality healthcare and is the cornerstone on which the PA profession was built.
- **Integrity:** Honesty, respect, and high ethical standards are important traits of a healthcare provider.
- **Professionalism:** Standards of professional conduct create role models for others, avoid conflicts of interest, promote cultural competence, and exhibit dedication to quality medical care.
- **Empathy:** Compassionate and understanding healthcare providers address the concerns of the whole person.

**Program Requirements**

To be considered for admission into the Physician Assistant program, candidates must hold a bachelor’s degree from a regionally accredited college or university within the United States. Applicants must submit Graduate Record Examination (GRE) scores during the application process. A minimum cumulative GPA of 2.8 or higher is required to be considered for admission. All prerequisite courses must be taken at regionally accredited institutions. No grade lower than a "C" will be accepted for prerequisite coursework. CLEP credits, AP credits, and P/F credits will not be considered for prerequisites.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Course(s) or Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>16 semester hours</td>
</tr>
<tr>
<td>Chemistry</td>
<td>15 semester hours</td>
</tr>
<tr>
<td>Psychology</td>
<td>9 semester hours</td>
</tr>
<tr>
<td>Statistics or Biostatistics</td>
<td>1 course</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1 course</td>
</tr>
</tbody>
</table>

1. Chemistry and biology prerequisite courses must be completed within five years of matriculation.
2. A semester each of human anatomy, physiology, microbiology and genetics. Labs are required, when available, for all biology courses. Exercise science and PE courses do not count toward biology prerequisites.
3. A semester each of inorganic chemistry, organic chemistry and biochemistry. Labs are required, when available, for all chemistry courses.
4. Including one course of abnormal psychology.

Applicants must have completed at least 750 hours of direct patient care experience as an employee or volunteer in a medical office, extended-care facility, hospital, or pre-hospital setting. Shadowing a physician assistant is required. Volunteer and paid experiences may be combined, but all acceptable clinical experiences must involve hands-on care of patients. Application to the PA program prior to completing the patient care experience hours is allowed; however, a plan for completion of the hours should be included within the application.

Additional information can be found on the PA program webpage (https://www.dmu.edu/pa/admission-requirements).

**Program Application Process**

Des Moines University participates in the web-based Central Application Service for Physician Assistants (CASPA) offered through the Physician Assistant Education Association (PAEA), which handles online applications.

Detailed information regarding the process can be found on the PA program webpage (https://www.dmu.edu/pa/how-to-apply).

Select candidates will be invited to campus for an interview. Applicants will receive a response to their application after the interview process.

**Curriculum Overview and Outline**

The Physician Assistant program is 25 months in length. The first year is devoted to classroom and laboratory instruction. The second year is devoted to clinical experiences, with the final month allowing for comprehensive examinations and presentation of capstone projects. The academic calendar includes no extended vacation periods but does provide short breaks in the fall, winter, and spring of the first year, and one to two weeks during the second year.

**Didactic Curriculum**

The didactic curriculum in the Physician Assistant program is designed to meet the needs of students who will be working with physicians in primary care and medical specialties. The curriculum is enhanced by course work in ethics, health systems, epidemiological principles, research methods, and a capstone project.

**Clinical Curriculum**

The clinical curriculum begins with first-year clinical experiences starting during the fall term. Clinical experiences offer a break from the rigors of the classroom and let students apply the learned material to the clinical setting. Second-year clinical education is offered through an organized and comprehensive curriculum in which students are assigned to supervised clinical practice experience (SCPE) sites. Required SCPEs include: Family Medicine (12 weeks), Internal Medicine (12 weeks), Emergency Medicine (4 weeks), General Surgery (4 weeks), Psychiatry (4 weeks), Women’s Health (2 weeks), and Pediatrics (2 weeks). Students are also required to complete eight weeks of elective SCPEs. Sites are located throughout Iowa, the Midwest, and the United States. Students may be able to complete one of their clinical experiences internationally through the global health department (https://www.dmu.edu/globalhealth).
**Program Outcomes**

To review the program’s goals and outcome statistics, and how they compare to national averages, please visit the program’s webpage (https://www.dmu.edu/pa/program-outcomes).

**National Certification**

Students who satisfactorily complete the requirements for graduation from the Physician Assistant program are eligible to take the Physician Assistant National Certifying Examination (PANCE) given by the National Commission on Certification of Physician Assistants (NCCPA). Those earning a passing score on this examination are granted certification, which is one of the requirements to practice as a physician assistant in the United States. Certification is indicated by the designation "PA-C" behind a physician assistant’s name.

The first-time PANCE pass rate for DMU PA program graduates is 98% over the last five years, compared to 96% for students nationally.

**TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION**

The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate who is seeking a DO, DPM, MSPA, or DPT degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and clinical sciences. DMU seeks to develop candidates who have a deep and robust medical knowledge base and outstanding clinical skills, with the ability to appropriately apply them, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations and settings. The critical skills required to be successful are outlined below and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship, are consistent with the standards of the medical profession, and are recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately for purposes of diagnosis and clinical care.

2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Candidates and students must be able to communicate with patients in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective caregiving of patients and collaboration within a multidisciplinary team. In any case where a candidate’s ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with patients and teams.

3. Motor and Sensory: Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests, perform physical examinations, and provide clinical care, including emergency treatment to patients. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate’s ability to complete and interpret physical findings using motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings. Candidates and students must be willing and able to touch and examine members of all genders.

4. Strength and Mobility: Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to provide clinical care, attend to emergency codes, and to perform or direct such maneuvers as CPR.

5. Evaluation and Treatment Integration: Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, candidates and students must perform proper evaluation and treatment integration.

6. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, team and collaborative activities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

7. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of uncertainties inherent in the clinical problems of patients, and to not engage in substance abuse. Candidates and students must be able to care for all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are required throughout the educational process.
REASONABLE ACCOMMODATIONS

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu). The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates’ or student’s interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

PROCESS FOR ASSESSING COMPLIANCE WITH THE TECHNICAL STANDARDS

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

PHYSICAL HEALTH

In addition to the technical standards set forth, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

# Course Sequence

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>MSPA 1340</td>
<td>Program to Practice I</td>
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</tr>
<tr>
<td>MSPA 1359</td>
<td>Physiology / Pathophysiology</td>
<td>7</td>
</tr>
<tr>
<td>MSPA 1360</td>
<td>Clinically Oriented Anatomy</td>
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</tr>
<tr>
<td>MSPA 1364</td>
<td>Nutrition</td>
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<td>MSPA 1371</td>
<td>Medical Pharmacology</td>
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<td>MSPA 1372</td>
<td>Intro to Clinical Medicine (ICM I)</td>
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<tr>
<td>MSPA 1375</td>
<td>Immunology / Microbiology</td>
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<td>MSPA 1378</td>
<td>Medical Genetics</td>
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<td>MSPA 1381</td>
<td>Intro to Health Care Delivery Systems</td>
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<tr>
<td>MSPA 1382</td>
<td>Introduction to Ethics</td>
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<tr>
<td>MSPA 1384</td>
<td>Physical Diagnosis</td>
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<td>MSPA 1389</td>
<td>Clinical Patient Assessment</td>
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<tr>
<td>MSPA 1393A</td>
<td>PA Professional Issues I</td>
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<td>PA Professional Issues II</td>
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<tr>
<td>MSPA 1394</td>
<td>Intro to Clinical Med III (ICM III)</td>
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<tr>
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<td>Research and Epidemiology</td>
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<td>MSPA 1398</td>
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<td><strong>Total Credit Hours</strong></td>
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| **Year 2**       |              |              |
| MSPA 2302       | Psychiatry SCPE | 4 |
| MSPA 2303       | Emergency Medicine SCPE | 4 |
| MSPA 2309       | Elective SCPE | 8 |
| MSPA 2333       | Women’s Health SCPE | 2 |
| MSPA 2334       | Pediatric SCPE | 2 |
| MSPA 2335       | General Surgery SCPE | 4 |
| MSPA 2336       | Internal Medicine SCPE | 12 |
| MSPA 2337       | Family Medicine SCPE | 12 |
| MSPA 2340A      | Program to Practice II | 1 |
| MSPA 2340B      | Program to Practice II | 1 |
| MSPA 2340C      | Program to Practice II | 0.5 |
| MSPA 2340D      | Program to Practice II | 2.5 |
| **Total Credit Hours** | | 53 |

SCPE = Supervised Clinical Practice Experience

**Required Courses**

All of the above listed courses are required.

**Elective Courses**

There are no required elective hours in the PA program. A complete list of University electives may be found on the Elective Courses (p. 79) page. Prior to the start of each term, students are provided a list of electives for which PA students are eligible.
Graduation Requirements
The university awards a Master of Science in Physician Assistant Studies (MSPAS) degree upon recommendation of the faculty. To graduate, a student must:

- Satisfactorily complete all required courses, activities, and assessments.
- Maintain a cumulative GPA of 2.0 or higher based on a 4.0 scale.
- Have shown the ability to:
  - Demonstrate knowledge of basic scientific principles as they relate to evidence-based clinical medicine.
  - Take a comprehensive patient history and perform an appropriate physical exam to obtain information needed to formulate an appropriate differential diagnosis for patients across the lifespan, in varying encounter types and settings.
  - Recognize the epidemiology, etiology, signs and symptoms, and appropriate diagnostic studies necessary to provide an accurate diagnosis for patients across the lifespan, in varying encounter types and settings.
  - Utilize preventive health measures and manage disease in patients across the lifespan, in varying encounter types and settings, using pharmaceutical therapeutics, clinical interventions, and patient education.
  - Demonstrate effective communication skills when interacting with patients, families, and other members of the healthcare team.
  - Demonstrate sensitivity to the patient's race, culture, age, socioeconomic background, sexual orientation, gender, and physical and intellectual abilities.
  - Self-evaluate behaviors and medical knowledge to recognize personal limitations.
  - Document adequate patient information regarding care provided, for medical, legal, quality assurance and financial purposes.
  - Analyze and utilize medical literature.
  - Exhibit professionalism, respect, compassion, and integrity, with accountability to patients, society, and the profession.
- Satisfactorily discharge all financial obligations to Des Moines University.
- Receive recommendation for graduation by the PA faculty, the Dean of the College of Health Sciences, and the Board of Trustees.

Vision
To engage professionals who create radical improvements in health care through leadership, scholarship, and service to the profession.

Values
- Integrity: Adhering to high moral principles or professional standards.
- Excellence: Having enough knowledge, skill or ability to do something well.
- Communication: Connecting with others to lead productive conversations and achieve desired outcomes.
- Lifelong learning: A promise to improve.

Program Requirements
To be eligible to apply for admission to the Master of Health Care Administration program at DMU, applicants must have a bachelor’s degree from a regionally accredited institution. A cumulative undergraduate GPA of 3.0 is preferred, though all applications will receive a thorough review.

Additional information regarding admission to the program can be found on the MHA Program Admissions Requirements website (https://www.dmu.edu/mha/how-to-apply/admission-requirements) as well as the MHA Program Admissions Criteria website (https://www.dmu.edu/mha/how-to-apply/admission-criteria).

Program Application Process
Application to the Master of Healthcare Administration program is accepted through the Schools of Public Health Application Service (SOPHAS) or directly through the DMU website (https://www.dmu.edu/mha/how-to-apply).

Detailed information regarding the process can be found on the MHA program admissions website (https://www.dmu.edu/mha/how-to-apply).

Applicants will receive a response to their application status after files have been reviewed by the Admissions Committee.

A student may request up to 12.0 hours of graduate credit from a previously-attended, accredited institution. The request should be submitted by completing the MHA Transfer Credit Request form (https://www.dmu.edu/form/mha-application-transfer-credit). Approved transfer credits will be entered on the student’s permanent record by the Registrar’s Office. Additional information is outlined in the MHA/MPH Transfer Credit policy.

Curriculum Overview and Outline
The program’s three block design allows students to master foundational skills that may be applied to their real-world professional experiences on day one, while building advanced competencies throughout the curriculum. The program culminates in a field based learning project in which students act as consultants to a health care organization to apply what they’ve learned through a collaborative project. Students may choose to complete a long term care internship or a field based learning project.

Program Outcomes
To review various programmatic outcomes statistics (e.g., assessment information, completion rates, graduate survey data, student satisfaction
information, etc.), please visit the program’s outcomes webpage (https://www.dmu.edu/mha/program-outcomes).

Nursing Home Administrator License
The MHA Program is the only graduate program in Iowa approved by the Iowa Board of Examiners for Nursing Home Administrators. Completing the MHA degree can fulfill the board criteria to sit for the licensure exam in Iowa. For licensure, the state of Iowa requires a specialized field-based learning experience in long-term care along with the completion of required course work. Long-term care offers growing opportunities in Iowa and other states.

Technical Standards for Admission, Academic Promotion and Graduation
The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate who is seeking a MPH or MHA degree at Des Moines University must be capable of completing core educational requirements and achieving all Foundational Knowledge items (MPH only), all core competencies (MHA and MPH), and all concentration competencies (MPH) to qualify for graduation. DMU seeks to develop candidates who will acquire a deep and robust knowledge base with the ability to apply it, effectively interpret information, and contribute to decisions across a broad spectrum of public health and/or health care management settings. The critical skills required to be successful are outlined below, and include the ability to observe, communicate, understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the education program, do not cause an undue hardship, are consistent with the standards of the public health and/or health care management profession, and are recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information from readings, lectures, educational materials, and demonstrations.

2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the public health and/or health care team. Candidates and students must be able to communicate with others in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills that enable effective collaboration within a multidisciplinary team. In any case where a candidate’s ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate.

3. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, digital learning and communication environments, classroom instruction, small groups, teams, and collaborative activities. Candidates and students must be able to concentrate, timely analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

4. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities, and develop mature, sensitive, and effective relationships with others. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of uncertainties inherent in public health and health care management settings, and to not engage in substance abuse. Candidates and students must be able to interact with all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are required throughout the educational process.

Reasonable Accommodations
Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu). The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates’ or student’s interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

Process for Assessing Compliance with the Technical Standards
Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.
The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

### Physical Health

In addition to the technical standards set forth below, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

### Course Sequence

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<td>Professional Development Seminar III</td>
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### Elective Courses

There are no required elective hours.

### Graduation Requirements

A student is scheduled for graduation after successful completion of all degree requirements and upon recommendation of the program faculty for graduation. To be eligible for graduation, students must have demonstrated competence on all MHA key competencies by obtaining a minimum of 70% one or more times for each competency. All students graduating from the MHA program are required to submit a graduation petition form prior to their intended graduation date. Students must submit this form and pay all fees in order to receive their diploma.

### Master of Public Health Program

The Master of Public Health (M.P.H.) Program at DMU is designed for public health leaders who desire to promote and preserve health through development of sound public health science skills, policy and advocacy, leadership and systems thinking competencies. All students will develop professional competencies by enhancing their knowledge, skills and understanding of the foundational areas of public health. In addition, concentrations in public health practice, health education & promotion, or public health administration & policy allow students to tailor their education to their career goals.
Mission
To provide an excellent, competency-based, interdisciplinary education that prepares public health leaders who preserve and promote health in our global community.

Vision
To improve health for all through our commitment to innovative education, scholarship, service, and advancement of public health.

Values
- Excellence: Demonstrate outstanding performance in all teaching and learning, research, and service activities.
- Integrity: Demonstrate the highest degree of moral and ethical behavior.
- Diversity: Value the unique and various backgrounds, experiences, and beliefs of our faculty, staff, students, and communities we serve.
- Social justice: A commitment to improving health and reducing health disparities.
- Community: A commitment to community partnerships that promote student learning, professional growth, and enhanced public health practice.

Goals
- Educational goal: Use innovative and rigorous teaching and learning strategies to prepare a diverse student body with the competencies necessary to be leaders in public health.
- Service goal: Serve communities locally and globally through workforce development activities, community engagement, service, and leadership.
- Research goal: Advance public health knowledge through innovative, interdisciplinary research.
- Administrative goal: Operate and enhance a CEPH-accredited MPH program that supports faculty, staff, and student excellence and upholds the mission of Des Moines University.

Objectives

Educational Objectives
- Each of the eight public health competency domains will be addressed across the five core courses [Basic Statistics and Research, Social and Behavioral Sciences, Occupational and Environmental Health, Public Health Administration and Management, Epidemiology].
- 100% of graduates will attain 70% or higher in all eight MPH competency domains.
- 90% of students who take the CPH exam will pass.
- 90% of all MPH courses will receive a student course evaluation with a mean value of 4.0 or higher (1 = poor, 5 = excellent).
- 80% of all MPH graduates will report “yes” the program helped them develop entry-level competency in public health.
- 80% of all alumni will rate themselves as “exemplary” or “proficient” on the public health competency self-assessment.
- 80% of employers surveyed will report MPH graduates as “exemplary” or “proficient” in public health practice.
- 50% of MPH courses will include content and assessment linked to the cultural competency domain.

- Each year, at least two MPH program faculty will participate in at least one interdisciplinary education offering of Des Moines University students.
- Instructor peer-reviews to support continuous quality improvement will occur every other year for all faculty (core and secondary).
- Each year, the MPH program will offer at least two global health electives to support the global health initiatives of Des Moines University.

Service Objectives
- 75% of MPH core faculty will serve on at least one external service committee or project per year.
- 75% of MPH core faculty will deliver health education / promotion presentations to external (non DMU-MPH) audiences each year.
- 100% of student internships and capstones will result in students sharing core public health content with external stakeholders.
- The MPH student club will participate in at least one service-learning experience per year.

Research Objectives
- 50% of core faculty will engage in research collaborations with external academic partners each year.
- 50% of core faculty will engage in research collaborations with community partners each year.
- 50% of core faculty will publish at least one peer-reviewed article each year.
- 15% of MPH graduates will have participated in public health research through extracurricular activities or through course work.
- 100% of graduates will complete the “Responsible Conduct of Research” training.
- 80% of faculty research projects will involve student collaborators.

Administrative Objectives
- 100% of core faculty will attend at least one professional development activity in their field of expertise per year.
- The program, in collaboration with partners across the university, will provide at least one professional development activity per year to all faculty.
- Annually review a program-wide curriculum map that is the basis for curricular modifications and curricular improvement initiatives.
- Support the diversity initiatives of Des Moines University by awarding at least two diversity scholarship awards per year.
- Convene an advisory committee at least three times per year as a mechanism for stakeholder and community input into the program's operations.

Program Requirements
To be eligible to apply for admission to the Master of Public Health program at DMU, applicants must have a bachelor’s degree from a regionally accredited institution. Typically, applicants must submit entrance exam (e.g., GRE) scores during the application process; scores no older than five years are preferred.

Additional information regarding admission to the program can be found on the MPH Program Admissions Requirements website (https://www.dmu.edu/mph/how-to-apply/admission-requirements).
Program Application Process
Application to the Master of Public Health program is accepted through the Schools of Public Health Application Service (SOPHAS).

Detailed information regarding the process can be found on the MPH program admissions website (https://www.dmu.edu/mph/how-to-apply/admission-requirements).

Applicants will receive a response to their application status after files have been reviewed by the Admissions Committee.

A student may request up to 12.0 hours of graduate credit from a previously-attended, accredited institution. The request should be submitted by completing the MPH Transfer Credit Request form (https://www.dmu.edu/form/mph-application-for-transfer-credit). Approved transfer credits will be entered on the student's permanent record by the Registrar's Office. Additional information is outlined in the MHA/MPH Transfer Credit policy.

Curriculum Overview and Outline
The MPH program offers concentrations in three areas, Public Health Practice, Health Education & Promotion, or Public Health Administration & Policy. Students must complete 46 total credit hours that include 25 credit hours in the Public Health Core, 16 credit hours of concentration core, and 5 credit hours of culminating experiences.

Program Outcomes
To review the program's outcome statistics (e.g., graduation rates, employer surveys, assessment outcomes, etc.), please visit the program's outcomes webpage (https://www.dmu.edu/mph/program-outcomes).

Technical Standards for Admission, Academic Promotion and Graduation
The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

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**PROCESS FOR ASSESSING COMPLIANCE WITH THE TECHNICAL STANDARDS**

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will, if requested, provide reasonable accommodations to otherwise qualified students and candidates with disabilities unless: (1) such accommodations impose an undue hardship to the University; or (2) such accommodations result in a direct threat of substantial harm to the health or safety of the student or candidate, or others; or (3) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

**PHYSICAL HEALTH**

In addition to the technical standards set forth below, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact. A candidate or student who abuses alcohol or other substances is not qualified for admission, continuation, promotion or graduation.

**Required Courses**

### Public Health Practice Concentration

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</table>
Required Courses under Previous Catalogs

Required courses for students matriculating prior to 2018-2019:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 621</td>
<td>U.S. Health Care &amp; Public Health Syst</td>
<td>3</td>
</tr>
<tr>
<td>MPH 625</td>
<td>Health Care Financial Management I</td>
<td>3</td>
</tr>
<tr>
<td>MPH 629</td>
<td>Organizational Development I</td>
<td>3</td>
</tr>
<tr>
<td>MPH 631</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>MPH 633</td>
<td>Population Health and Managerial Epidem</td>
<td>2</td>
</tr>
<tr>
<td>MPH 644</td>
<td>Health Care Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPH 645</td>
<td>Community Health Program Planning &amp; Eval</td>
<td>3</td>
</tr>
<tr>
<td>MPH 650</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MPH 651</td>
<td>Environmental and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 652</td>
<td>Public Health Law, Ethics, and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPH 653</td>
<td>Public Health Leadership, Admin &amp; Financ</td>
<td>3</td>
</tr>
<tr>
<td>MPH 654</td>
<td>Social and Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MPH 655</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 656</td>
<td>Public Health Biology</td>
<td>3</td>
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<tr>
<td>MPH 671</td>
<td>Community Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MPH 712</td>
<td>Community and Family Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 783</td>
<td>Foundations of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 749</td>
<td>Field Based Learning</td>
<td>3</td>
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<tr>
<td>MPH 658</td>
<td>Public Health Internship</td>
<td>3</td>
</tr>
<tr>
<td>MPH 659</td>
<td>Integrative Learning Experience I</td>
<td>1</td>
</tr>
<tr>
<td>MPH 660</td>
<td>Integrative Learning Experience II</td>
<td>2</td>
</tr>
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</table>

Elective Courses

6.0 credit hours of electives are required for students matriculating prior to 2018-2019.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GLHLT 2081</td>
<td>Global Health Service Trip</td>
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</tr>
<tr>
<td>ELECT 2080</td>
<td>Special Topics Elective</td>
<td>0.5</td>
</tr>
<tr>
<td>MPH 658A</td>
<td>Public Health Internship Continuation</td>
<td>0</td>
</tr>
<tr>
<td>MPH 660A</td>
<td>Integrative Learning Exp II Continuation</td>
<td>0</td>
</tr>
<tr>
<td>MPH 711</td>
<td>Grant Writing and Management</td>
<td>3</td>
</tr>
<tr>
<td>MPH 899</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Any course offered in the M.H.A. curriculum may be taken to fulfill M.P.H. elective credit requirements.

Graduation Requirements

A student is scheduled for graduation after successful completion of all degree requirements and upon recommendation of the program faculty for graduation. To be eligible for graduation, students must have demonstrated competence on all MPH core and concentration competencies by obtaining a minimum of 70% one or more times for each competency. All students graduating from the MPH program are required to submit a graduation petition form prior to their intended graduation date. Students must submit this form and pay all fees in order to receive their diploma.
ACADEMIC POLICIES

- Academic Progress Committee (p. 36)
- Academic Records, FERPA, Transcripts and Confidentiality (p. 36)
- Accommodations in Educational Programming Policy (p. 37)
- Class Rank (p. 39)
- Grading (p. 39)
- Leave of Absence Policy (p. 41)
- Integrity Committee (p. 42)
- Registration (p. 42)
- Reinstatement Procedure (p. 42)
- University or Academic Program Withdrawal (p. 42)

Academic Progress Committee

DMU students are expected to maintain high standards of academic performance and conduct. Each academic program has an Academic Progress Committee (APC) charged with monitoring the academic progress and professional conduct of each student.

The APC monitors student success and reviews students who encounter academic difficulties or who demonstrate conduct which is deemed to be unprofessional, but not a direct violation of the Student Code of Conduct. The APC works collaboratively with the Dean's Office, the student's advisor, and other student support service departments across campus. The APC is a recommending and/or decision-making body regarding enrollment status changes, academic probation and academic dismissal. Additional information, including program-specific deficiencies and conditions for advancement, can be reviewed in the Student Handbook.

Academic Records, FERPA, Transcripts and Confidentiality

Students who are or have been in attendance at the University have certain rights to request, inspect, review and challenge the records maintained by the institution under the provisions of the Family Educational Rights and Privacy Act of 1974.

Any student at the University may review the complete text of the Family Educational Rights and Privacy Act of 1974 and implementing federal regulations at the Registrar’s Office. Questions regarding the act or student rights thereunder should be directed to the Registrar.

The University will, on request, provide to any student the content of his or her educational records to ensure that the information is accurate and is not misleading or otherwise in violation of the privacy or other rights of the student. It is the policy of the University to comply fully with the rules, regulations and intent of Section 438 of the Family Educational Rights and Privacy Act of 1974, otherwise known as the Buckley Amendment.

Notification of Rights: Family Educational Rights and Privacy Act (FERPA) FERPA affords students certain rights with respect to their educational records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to a University official a written request that identifies the record(s) they wish to inspect. If the records are not maintained by that official, he or she will advise the student of the correct official to whom the request should be addressed. The appropriate University official will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent the FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research or support staff position (including security and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the grievance committee or assisting another school official in performing his/her duties. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. The second exception that permits disclosure without consent is “directory information.” Data considered by DMU to be directory information is:
  - Name, local address, telephone number
  - DMU email address
  - Major field(s) of study
  - Year in program(s)
  - Dates of attendance
  - Enrollment status
  - Degrees and awards received
  - Participation in officially recognized activities
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by DMU to comply with requirements of FERPA by writing to: Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue SW Washington, D.C. 20202-4605

Written consent of the student is required for disclosure of other personally identifiable information from the education records of the student, other than directory information, except for disclosure of such other records to:

1. University officials, including faculty, who have educational interests;
2. Officials of another school or school system in which the student seeks or intends to enroll;
3. Certain authorized representatives of state and federal agencies;
4. Persons and/or organizations designated by the University to perform specified management or administrative tasks; and
5. Lenders or lending agencies to whom a student has applied for financial aid, as may be necessary for such purposes. Directors of medical education requiring information for internship
recommendations must submit a written request to the Registrar’s Office.

A written request by the student is required for each transcript. Transcripts will not be issued to, or on behalf of, any student or graduate who has delinquent financial obligations to the University. The Registrar’s Office maintains student records, including transcripts, permanently. Additional information regarding submitting a request is available on the Registrar’s webpage (https://www.dmu.edu/registrar/requests).

Additional information regarding access to student records is included in the Student Handbook.

**Accommodations in Educational Programming Policy**

Des Moines University (DMU) is committed to an environment in which all individuals are treated with respect and dignity. Consistent with the DMU’s broader non-discrimination policy, DMU does not discriminate based on disability and prohibits discrimination based on disability in admission and in access to programs and activities. DMU is committed to providing reasonable accommodations for students with disabilities as recognized under the Americans with Disabilities Act Amendments Act (ADAAA). An individualized assessment is made of requests for accommodation.

This policy applies to all students and accepted candidates planning to matriculate in educational programs at DMU. For information relating to Service Animals, please see the Service Animals on Campus policy (https://dmu.policystat.com/policy/4443377/latest).

**Background**

A person with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, learning, walking, seeing, hearing, breathing, and working; has a record of such an impairment, or is regarded as having such an impairment.

Although students with temporary illness or injury may not be disabled, DMU will exercise reasonable efforts to accommodate their needs during the period of temporary illness or injury.

Substantial information is necessary to allow University officials to understand the nature, extent, and limitations of an impairment, which affects a student’s participation in educational programming and to develop reasonable accommodations for such a disability. If through an interactive process in which DMU and the student both participate, the student fails to provide sufficient information demonstrating a disability, no accommodation will be provided. The mere assertion of a disability by a student is insufficient to establish the existence of a disability. Similarly, a prior accommodation does not demonstrate a current need for a reasonable accommodation. Current evidence of limitation(s) caused by a physical or mental impairment must be established before reasonable accommodation can be determined.

All requests for accommodation are evaluated through an individualized assessment and decisions are made pursuant to an interactive process between the student and appropriate DMU personnel. This interactive process includes the review of clinical documentation, an assessment of the student’s abilities, consideration of possible reasonable accommodations, and a determination of approved accommodations.

The University will not grant a requested accommodation when documentation requirements have not been met and/or the University considers the request to be unreasonable. The University will not fundamentally alter its programs to accommodate a student. However, alternative accommodations may be offered by the University when it has denied a specific accommodation request. Accommodations are not provided retroactively. Therefore, students will not be allowed to redo assignments or re-take exams with accommodations taken prior to requesting and receiving accommodations.

**Procedure for Requesting Accommodations**

DMU students are expected to be actively responsible for all aspects of their enrollment. As such, it is an expectation that students will initiate the interactive process by contacting the CEE, comply with deadlines and agreements, supply all necessary documentation, and follow the procedures outlined below.

1. A student’s receipt of accommodations in a previous setting does not mean that the same accommodations will be granted or are reasonable for the student’s current situation at DMU.
2. Because health professions training may include a variety of settings (classroom to clinical), accommodations granted on admission may not be reasonable for all settings to avoid compromising or fundamentally altering the essential components of a course or program.
3. Students may be asked to provide updated information as needed to properly determine reasonable accommodations.
4. Failure to provide necessary documentation in a timely manner may result in delays in approval of accommodations

**Contact the Center for Educational Enhancement**

DMU students requesting accommodations should contact the Accommodations and Educational Support Specialist in the CEE in person, by phone (515-271-4452) or by e-mailing: accommodations@dmu.edu. To allow for adequate processing time, requests for accommodations should be submitted at least three weeks before the start date for the academic year or term or immediately following an injury, illness, or onset of a mental or physical impairment that substantially limits a major life activity. Although requests will be accepted after that timeframe, the interactive process may not be completed in advance of the academic year or term start date. Newly enrolled students who indicate on their Technical Standards form that they will need accommodations to meet their program’s technical standards will be contacted by the CEE before the start of the semester to initiate the interactive process.

Students are to make all requests for accommodations to the CEE. Accommodations are not determined by a faculty member. Therefore, notification by the student of impairment to a faculty member and not to CEE may delay the interactive process and accommodations determinations.

**Complete an Accommodations Request Form**

To initiate a new request for an accommodation, the student should complete a Student Request for Accommodations form. This form will need to be completed in entirety to submit, and this application
will start the interactive process. Students applying for temporary medical accommodations should complete the Student Request for Temporary Medical Accommodations form. Students who already receive accommodations in their educational programming, but seek additional accommodations, should complete the Student Additional Accommodation Request form.

Following the end of each school year, student accommodation files will be placed in an inactive status. Therefore, each school year students will need to complete a Student Request for Renewal for Accommodations form, if they still need accommodations in educational programming. The Student Request for Renewal for Accommodations form must be completed in entirety and submitted to begin the interactive process for the new year.

All forms are available online or in hard copy from CEE.

Provide Clinical Documentation
As part of the interactive process, the student must submit current clinical documentation that demonstrates a physical or mental impairment that substantially limits a major life activity of the student. With the student’s written permission, the CEE may consult with the student’s health care provider (as defined in the ADA - 29 CFR 825.125) for additional information.

Collection, review, and discussion of submitted documentation and student needs between the student and the Accommodations and Educational Support Specialist are critical elements of the interactive process.

Documentation from health care providers for all conditions or diagnoses related to the need for accommodations will be required; please see the guidelines below for more information regarding the content of clinical documentation. In all cases, DMU reserves the right to request additional information.

1. Temporary Medical Impairments: Students requesting accommodation for a temporary medical condition should submit the Clinical Checklist for Temporary Medical Accommodations form. The form should be completed by a representative of their health care provider (e.g. a nurse) and be accompanied by a statement that clearly describes the impairment and treatment which is signed and dated by the health care provider on their official letterhead. The health care provider’s name, specialty, address, and phone number must be included. Most health care provider office visit notes do not typically include sufficient information for the interactive process.

2. Physical Impairments: Informative documentation for physical impairments includes a report from a health care professional describing the nature of the impairment, the expected duration of the impairment, and how the impairment limits the student’s major life activities. In all cases, DMU reserves the right to request additional information.

3. Learning or Attentional Disabilities: Informative clinical documentation for learning disabilities (LD) and attentional disabilities (e.g., attention-deficit hyperactivity disorder) includes a comprehensive diagnostic interview/consultation and neuropsychological or psycho-educational evaluation plan, which typically should have been completed no more than three years prior to admission to DMU.

4. Psychological Impairments: Informative documentation for mental impairments includes a report from a health care professional describing the nature of the impairment, the expected duration of the impairment, and how the impairment limits the student’s major life activities.

Provisional Accommodations for Students with a Previous History of Accommodations with Documentation
In the event that updated evaluation of a previous accommodation and associated documentation is necessary, a student may be provided provisional accommodations based on the historical documentation provided. Students receiving provisional accommodations must acknowledge that these accommodations will be revised as necessary and the student bears the responsibility to provide information supporting the provisional accommodation in a timely manner. Provisional accommodations will be limited to a period not to exceed one semester, pending the review of the new information. Provisional accommodations may be re-affirmed, ended, or modified, as appropriate for the DMU curriculum.

Implementation of Accommodations in Courses and Student’s Responsibilities
The CEE will communicate in writing to the student the approved accommodation(s) determined through the interactive process, and provide the student with a course director letter. The course director letter will identify the reasonable accommodation(s) to be provided. The student will be responsible for providing the course director letter to appropriate course instructors, administrative assistants, coordinators, and deans. The student has the responsibility to anticipate the need for such letters in his/her various courses/clerkships and to plan with CEE the sequence of the communications which will be needed for the courses planned for the year. If any problem arises in the receipt of such communication by the course coordinators, the student must promptly notify CEE to assure that proper notification occurs.

At times, students may decide they do not want to use their accommodations for specific academic activities. For example, a student may choose not to utilize extended time for an exam in preparation for a Board exam if a student either did not apply for accommodations or was not granted accommodations for the National Board exams. Students must waive their accommodation(s) by submitting a completed Change of Accommodations form (available in CEE) no later than one business day prior to the event for which the student desires to waive his or her accommodations. Without this waiver, it is assumed students will use their accommodations.

Yearly Review of Accommodations
In the interest of ensuring accommodations are appropriate and effective, there will be a yearly review and renewal process for accommodations. Therefore, each year students will need to complete a Student Request for Renewal of Accommodations form if they have a continued need for disability-related accommodations in educational programming. The Student Request for Renewal of Accommodations form must be completed in entirety and submitted to begin the interactive process for the new year. The student must meet with the Accommodations and Educational Support Specialist each year to discuss possible adjustments of accommodations based on disability-related needs,
renewal requests, program changes, and documentation. Certain impairments may require additional documentation. Students may discuss a modification to their already-granted accommodations at any time with the Accommodations and Educational Support Specialist.

Inactive Requests for Accommodation

The interactive process cannot be appropriately conducted without the submission of relevant information. If all information requested by CEE is not submitted within thirty (30) calendar days of the initial request for accommodation, the request will be considered inactive. Inactive requests may be reopened by contacting the CEE and with the submission of additional relevant information.

Reconsideration Requests

A student may request reconsideration for accommodations following a decision by CEE. To request a reconsideration, the student must submit a Reconsideration of Accommodations Decision Request form to CEE asking for further consideration and detailing the reasons the student believes the prior decision by CEE was not reasonable. The student may submit additional information to support the reconsideration request.

1. The student must submit a Reconsideration of Accommodations Decision Request form to CEE within thirty (30) calendar days of the denial decision. The form is available online or in hard copy from CEE.
2. In most cases, the reconsideration decision will be made within ten (10) business days of the reconsideration request.

Guidelines are available within the policy (https://dmu.policystat.com/policy/token_access/0982372e-baec-491e-ae7c-431f54728c12).

Previous Accommodations Impact on Future Accommodations Needs

1. An accommodation granted at DMU does not guarantee an accommodation will be granted by Board or certifying examinations, nor do previously received accommodations guarantee accommodations at DMU.
2. Accommodations granted at DMU apply solely to coursework completed at DMU. Such accommodations may help the student be successful while at DMU but may not be granted by other academic or professional institutions (e.g. residency placements, etc.) which may affect the students’ ability to be successful in their chosen profession.
3. Should the student’s needs for accommodations change while at DMU, the student should provide information demonstrating the need to CEE.

RETENTION OF STUDENT DOCUMENTS

General information about a student’s disability and accommodation request(s) may be shared with other DMU personnel or, in limited circumstances, with third parties who have a legitimate need to know. Clinical documentation or other diagnostic information held by the Center for Educational Enhancement (CEE) is kept confidential and will be disclosed to others only as necessary to address the student needs for accommodation, or with the student’s written permission or as required by law. The file regarding a student’s request for accommodation is maintained by the CEE and is held separately from the student’s official academic record.

Student requests for accommodation and supporting information are kept in hard copy format during the interactive process and moved to an electronic record once a determination has been made. An electronic record of documents related to a request for accommodation is generated upon application for accommodations and retained for a period of five (5) years after the last date of active enrollment. After this time, electronic records are destroyed. In the event of a return to active enrollment, any archived documents from a previous request for accommodations would not need to be resubmitted. However, additional or updated information may be required, and a new application may be requested if the retention period has passed.

Students remain eligible to apply for accommodations even if their file has become inactive. Student records are considered inactive following graduation, departure from DMU, failure to communicate with CEE on an incomplete request, or failure to perform a yearly follow up with CEE about the granted accommodations. Students are encouraged to communicate with CEE at any time if they have questions or concerns regarding their accommodations.

Class Rank

Class rank is calculated annually following receipt of spring term course and course remediation grades (no later than July 15) for students in the Doctor of Osteopathic Medicine, Doctor of Podiatric Medicine and Physician Assistant programs. Class rank will be provided by the Office of the Registrar.

Grading System

Each academic program measures academic performance through a letter grade (4.0) scale. Course grades are determined by an overall percentage grade that is converted to a letter grade. Programs that include clinical experiences issue grades for those courses as noted below. All required courses and clinical experiences must be successfully completed for graduation.

Grade Legend

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-/A/A+</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-/B/B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>C-/C+</td>
<td>Average/Above Average</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>F/C</td>
<td>Failure Remediated (No Course Repeat)</td>
</tr>
<tr>
<td>F/P</td>
<td>Pass/Fail Course Remediated (No Repeat)</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>H</td>
<td>Honors Pass</td>
</tr>
<tr>
<td>HP</td>
<td>High Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew Prior to Course Mid-point</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew Passing after Mid-Point</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew Failing after Mid-point</td>
</tr>
<tr>
<td>I</td>
<td>Status of Incomplete</td>
</tr>
<tr>
<td>FI</td>
<td>Failed to Complete Within One Year</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Grade Legend

Letter Grade | Description
A-/A/A+     | Excellent
B-/B/B+     | Very Good
C-/C+       | Average/Above Average
C-          | Below Average
F           | Failure
F/C         | Failure Remediated (No Course Repeat)
F/P         | Pass/Fail Course Remediated (No Repeat)
P           | Pass
H           | Honors Pass
HP          | High Pass
W           | Withdrew Prior to Course Mid-point
WP          | Withdrew Passing after Mid-Point
WF          | Withdrew Failing after Mid-point
I           | Status of Incomplete
FI          | Failed to Complete Within One Year
IP          | In Progress
Add/drop periods are specific to each academic program as follows:

- **DO, DPM, DPT and PA programs**: Students in these programs may not add or drop required courses. Students register for the prescribed curriculum each term. A student who drops a course due to leave of absence, extended program of study, or program withdrawal will be graded according to the policy outlined in the Academic Catalog and/or applicable course syllabus.
- **MHA, MPH, MSA and MSBS programs**: An add/drop period is available to all students during the first two weeks of the fall and spring terms; one week is allowed during the summer term. Full tuition will be charged to students withdrawing from a course after the add/drop period. Note: Students must register for the MHA On-Campus Experiences (MHA 801/MHA 619, MHA 802/MHA 742, MHA 803/MHA 748), MPH Internship (MPH 658), Public Health Applied Practice Experience (MPH 661), and Integrative Learning Experience II (MPH 660) courses during the regular registration period.

Please note the following exceptions:

- Students in the DO, DPM, DPT and PA programs may add or drop an elective during the seven days following the course start date. After this time, a grade of W will be assigned to the transcript.
- An add/drop period is available for research electives during the first four weeks of the fall and spring terms; two weeks are allowed for the summer term. A grade of W will be assigned to students dropping a research elective after the add/drop period.

### Course Withdrawal

In general, if less than 50% of the course content (didactic or clinical) has been given, a withdrawal (W) shall be entered on the student’s record by the Registrar when a student withdraws from a course for any reason. If over 50% of the course content or rotation days have been completed, a student will receive a WP if they are passing at the time of withdrawal or a WF if they are failing. Students should refer to the applicable syllabus for course-specific withdrawal information as available, and to the Grading System section of the Academic Catalog for GPA calculation.

The grade of WF may make a student subject to academic review. If the student is required to retake the course (dependent upon the academic program) and fails the course in which the WF was previously given, the failed course retake will count as the second failure in that course for Academic Progress Committee procedures. The WF remains on the transcript; the F grade for the repeated attempt is posted and calculated into the GPA.

### Incomplete (I) Status

The status of I (Incomplete) indicates satisfactory completion of at least half (didactic) or three-fourths (non-didactic, i.e., clinical rotations, internships, capstone courses) of a course where a small fraction of work remains to be completed, such as the final examination, paper, or assignments. A student may petition for an I for medical, personal or extenuating circumstances beyond their control. A student receiving an I must complete all requirements prior to the agreed upon date. If the requirements are not completed within the specified time, no credit will be given and the I status will convert to an F. Faculty may include specific course or program requirements regarding the timeframe in which a student is eligible to petition for an I status in their course syllabus. If not explicitly stated in the syllabus, the student will need to verify the eligibility date to petition for an I status with the Course Director or Coordinator.

### Grade Appeal Policy

A Grade Appeal Policy, developed by faculty, provides a structured mechanism to protect students and faculty when a student disputes a final course grade. It is intended to balance the right of students to a grading system that is free from inaccurate, unfair, arbitrary or capricious evaluation, while supporting the right of faculty to determine course criteria and grades.

The only acceptable grounds for appealing a final course grade are:

- The course grade was assigned on a basis other than performance in the course; or
- Course faculty used unfair or unequal application of grading standards, including application of grading criteria to a student or group of students in a manner that treated them differently than other students in the same class; or
- The grade was the result of unfair or unannounced alterations of assignments, grading criteria, or computational processes; or
- The student disputes the computation of the final grade or believes the grade was incorrectly transmitted to the Registrar.

Additional information regarding this policy is outlined in the Student Handbook.
Leave of Absence Policy

It may be necessary for a student to take a leave of absence for personal, professional, academic or medical reasons. It is expected that the student will first discuss a potential leave with the Dean or Associate Dean of their respective program/college prior to initiating the process. After the initial conversation with the student to assess their need, the Dean of their designee will counsel them on the differences and implications between the types of leave. The process will then continue as outlined in the policy based on the leave selected.

Des Moines University recognizes leaves based on the following conditions:

Short Term – Faculty Discretion

Students who anticipate missing class for a scheduled medical or personal event, or experience an unexpected, emergency absence of one to three days, must work directly with the faculty members overseeing the course(s) in which they will be absent to make arrangements to make up any missed work. Faculty members are to use their discretion and course guidelines as outlined in the syllabus regarding approval of the absence and conditions for making up any missed work.

Extended Absence Contract

For students who anticipate being unable to participate in all course requirements or activities for a defined period of time from four to fifteen (4-15) consecutive didactic class days or four to twenty-one (4-21) clinic days, the Extended Absence Contract will be required. To meet federal regulatory requirements a student must complete all registered credit hours and associated coursework by the end of the term in which the extended absence occurs. Please note that an Extended Absence Contract is not an option for osteopathic medical students in the clinical phase of training. This provides structure, uniformity, and communication between the student, faculty, program/College administration, and all Student Services departments for these extended absences.

1. Contract must be signed and approved by all parties at least 14 days prior to the anticipated absence, or within 48-hours of the onset of an emergency or unexpected circumstance.
2. No more than one extended absence contract is allowed within a 30-day period.
3. Multiple requests for extended absence contracts within the same academic term will require additional review by the respective program’s Dean or Dean’s designee.
4. Any absence that will extend beyond the 15th (didactic) or 21st (clinical) consecutive day will require an official leave of absence.
5. Faculty members for each of the courses affected by the extended absence will be required to provide input on what coursework will be missed and the plan for completion of the missed work including the deadline.
6. Students must be counseled on Financial Aid considerations and possible implications if the extended absence converts to a leave of absence.
7. Des Moines University reserves the right to impose an involuntary leave of absence if the approved timeframe has to be extended and the student does not petition for a voluntary leave of absence.

Voluntary Leave of Absence

For students who anticipate being unable to participate in all course requirements or activities for a period of time beyond 15 days (didactic) and 21 days (clinical), the student must petition for a Voluntary Leave of Absence.

1. A voluntary leave of absence may be requested for medical (physical or mental), including maternity, personal, scholarly pursuit (dual enrollment, research opportunities, etc.), military deployment (refer to the Student Military Deployment policy (https://dmu.policystat.com/policy/token_access/1d05c0d8-38ad-400c-b744-a338ea02afe2)) or other, which must be specified. When requesting a medical leave, a student must include documentation from their healthcare provider identifying the condition and anticipated time needed for the leave of absence.
2. Leaves of absence can be granted for up to 1 year.
3. Approval of leaves is subject to individual College policies. For example, CPMS requires a student be in good academic standing in order to go on a voluntary leave of absence. In CHS, a single leave will not exceed 12 months, and consecutive or multiple leaves of absence will not exceed a cumulative total of 18 months.
4. Students must receive Financial Aid counseling and complete the online exit interview.
5. Students taking a leave of absence for medical reasons must provide a medical release prior to their return.
6. In order to return from the leave of absence, the student must notify their specific program of their intent to return in writing. A minimum of 30 days prior to their return is required. For students in the DO, DPM, PA and DPT programs, who are in the clinical portion of their training, the written notice must be provided at least 60 days prior to their return to accommodate scheduling. Any exceptions to these timeframes must be approved by the program chair and dean.
7. When the leave of absence expires, students that have not yet been in communication with the University regarding plans for their return will be contacted. Students that choose not to return may withdraw (p. 42) from the University; if the University is unable to contact the student then the student will be administratively dropped in lieu of withdrawal.
8. If the student goes on leave which results in a financial balance, all financial obligations to the University must be satisfied prior to their return.

Involuntary Leave of Absence

Involuntary Leave of Absence is indicated for students who:

• Cannot progress in their curriculum due to established academic policies (i.e. failure to pass Boards or courses required for progression),
• Are facing disciplinary action for violating the Integrity Code or other school policies,
• Are experiencing personal or medical circumstances but refuse to petition for a voluntary leave of absence and their program and/or College's administration believes it is in their best interest to go on leave,
• Have been determined to be a potential threat to others, or threat to themselves (after conducting an individualized assessment).
An involuntary leave for this purpose will be counted towards the maximum time allowed for completion of the degree. Voluntary leaves of absence and involuntary leaves not included in this category will not be counted towards the maximum time allowed for completion of the degree.

1. For students placed on leave of absence for disciplinary reasons, the results of the adjudication process dictate when the student is allowed to return.
2. In order for students to return from an involuntary leave of absence, they must provide documentation that the circumstances necessitating the involuntary leave of absence have been satisfactorily addressed and/or remedied, and they are clear to return. In the notification letter from the Dean or their designee, they will be advised of the documentation and the required source of that documentation to satisfy University requirements to return.
3. When the involuntary leave of absence expires, students that have not yet provided documentation to satisfy the University requirements to return will be contacted. Students that choose not to return may withdraw (p. 42) from the University; if the University is unable to contact the student then the student will be administratively dropped in lieu of withdrawal.

The Process – Extended Absence Contract & Voluntary Leave of Absence

The process to submit a petition for an Extended Absence Contract is a paper process. Please consult with your respective Dean’s Office to obtain the necessary paperwork.

The petition for a Voluntary Leave of Absence is an electronic process through Pulse. The process must be initiated by the student by completing the Petition for Voluntary Leave of Absence form available on the Registrar Pulse page.

Integrity Committee

The Integrity Committee is charged with determining whether or not a violation of the Student Code of Conduct has occurred and, if so, imposing the appropriate sanction(s) in cases brought before the Committee. In situations where the Respondent acknowledges responsibility for a violation, the Integrity Committee will deliberate to determine the appropriate sanction(s). Sanctions can include an educational sanction, verbal or written warning, loss of privileges, restitution, disciplinary probation, suspension, disciplinary dismissal, and/or a no-contact directive.

The Committee is a standing committee of the University Faculty Organization and consists of six faculty members, one of whom serves as Chair. The Chief Compliance Officer serves as an ex-officio member with vote. Additional information regarding the Committee and the associated disciplinary process is outlined in the University Standards for Professional Conduct section of the Student Handbook.

Registration

To complete registration requirements, students must:

• Complete all online registration forms and processes for the upcoming term.
• Pay tuition and fees. Students with a balance from the previous term will not be permitted further registration.

Additional information regarding registration is outlined within the Student Handbook.

Reinstatement Procedure

A student who has previously withdrawn from an academic program or been administratively dropped based upon program guidelines may petition to be reinstated into the academic program. A procedure and accompanying form regarding this process is available on the Registrar’s webpage (https://www.dmu.edu/registrar/requests).

University or Academic Program Withdrawal

Students must notify the University of institution or program withdrawal by completing the withdrawal form located on Pulse. As an alternative, the Dean, or their designee, may suggest a leave of absence due to health problems, tragedy in the immediate family, unexpected financial setback or other reasons agreed upon in consultation with the Academic Progress Committee.
ADMISSIONS

The University prohibits discrimination on the basis of a number of protected characteristics in the selection of students. Further detail can be reviewed in the Statement of Nondiscrimination (p. 4).

- Misrepresentation (p. 43)
- Multiple Applications (p. 43)
- Non-U.S. Citizens and Permanent Residents (p. 43)
- Inter-College Student Applications (p. 43)
- Dual Degree Program (p. 43)
- Procedures for Accepted Students (p. 43)

Misrepresentation

Misrepresentation in, or omission from, admission credentials, particularly information concerning previous felony or misdemeanor convictions or previous dismissal from another institution, may constitute improper behavior under the Student Code of Conduct outlined in the Student Handbook and may be grounds for dismissal.

Multiple Applications

First-time entering students may apply to only one clinical program at a time. Multiple college or program applications will not be accepted or processed. Participation in the dual degree option is the only exception.

Enrolled students in the final year of their respective programs who anticipate completion of a DMU degree may apply for admission to another University program. If accepted, students are expected to complete the full curriculum in which they are currently enrolled. Students enrolled in a DMU program may not transfer to another program. In order to be considered for admission to another program, students must first withdraw from their current program.

Non-U.S. Citizens and Permanent Residents

International students applying for admission to Des Moines University are eligible for online study only; therefore, qualified international students may be considered for admission to only the Master of Public Health (MPH) or the fully online Master of Healthcare Administration (MHA) program. MHA students who hold an international status will not be eligible for the on-campus experiences but will have the opportunity to complete their experience online. To be considered for any other program of study at DMU, applicants must be either a U.S. Citizen or U.S. legal permanent resident.

Inter-College Student Applications

Students enrolled in the osteopathic medicine, podiatric medicine, physical therapy or physician assistant programs must comply with the following if they desire to seek admission and enrollment in a different clinical program at the institution.

1. The student must submit a written withdrawal notice to the Dean of the program in which they are currently enrolled prior to applying for admission into the subsequent program. Prior to withdrawing from the original program, the student may be required to meet with the Dean for an exit interview.

2. The student must meet the admission criteria for the program in which they desire to enroll.

3. The student must complete all admission procedures, at which time a decision on acceptance will be determined.

Please note these items do not apply to students who are interested in pursuing the dual degree program as described within the Academic Catalog.

Dual Degree Program

Students enrolling in either the osteopathic medicine or podiatric medicine programs may be eligible for a dual-degree option leading to a Master of Public Health, Master of Health Care Administration, Master of Science in Biomedical Sciences or Master of Science in Anatomy. Students enrolling in the physical therapy or physician assistant program may be eligible for a dual-degree option leading to a Master of Public Health or a Master of Health Care Administration.

This option enables students to combine their clinical knowledge and practice with expertise gained in the master’s degree program, helping their patients and enhancing their professional options and career. All of the course work in the Master of Public Health program and the Master of Health Care Administration program can be completed online.

Students interested in pursuing a dual Master of Public Health - Master of Health Care Administration degree option must complete at least nine (9) credits in his/her primary program, and then apply through the admissions office.

Procedures for Accepted Students

Students accepted for admission to any program must:

- Submit a non-refundable seat deposit which is applied toward tuition as follows:
  - Doctor of Osteopathic Medicine Program: $1,500 (installment payments)
  - Master of Science in Anatomy Program: $250
  - Master of Science in Biomedical Sciences Program: $250
  - Doctor of Podiatric Medicine Program: $1,000
  - Master of Physician Assistant Studies Program: $500
  - Master of Public Health Program: $250
  - Master of Health Care Administration Program: $250
  - Doctor of Physical Therapy Program: $500

- Complete all outstanding requirements, which may include but is not limited to: submission of official and final transcripts, completion of a bachelor’s degree from a regionally accredited college or university, completion of prerequisite coursework, submission of standardized test scores, completion of shadowing or experience hours, and submission of letters of recommendation.

- Complete a criminal background check, which may include a drug screen, through the DMU preferred vendor. Results must be released to DMU prior to matriculation, and the cost of this process will be paid by the student. Students are required to disclose all past or present charges, convictions, dismissals, deferred judgments and expunged records as related to a misdemeanor or felony. They are also obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check.

Admission to the program may be revoked if misrepresentations or omissions from the application are noted in the background check.
DMU students are required to complete annual criminal background checks, which may include drug screening, while enrolled at DMU.

- Accepted students must submit official final transcripts from all colleges attended post-high school by the deadline of two weeks (14 days) prior to orientation. Students who are accepted to DMU 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 Dean of the applicable college. Students who fail to submit all official final transcripts by the stated deadline may jeopardize their acceptance or continued enrollment in the College.

Students accepted for admission to the DO, MSA, MSBS, DPM, PA and DPT programs must also:

- Complete a physical examination and an immunization report before orientation. Students admitted shortly before classes begin will have four weeks to complete this requirement. A complete listing of required immunizations is supplied to students before orientation.
- Provide proof of health insurance coverage at orientation that meets minimum requirements as specified within the Academic Catalog. Students must verify coverage through a plan coordinated through DMU, a parent’s or spouse’s group plan, a national government plan, or an individual plan that meets the hard waiver criteria.
TUITION, FINANCIAL AID AND SCHOLARSHIPS

Tuition, fees and policies for the University’s education programs are subject to change. Current tuition and fees, payment policies and procedures may be viewed on the Accounting webpage (https://www.dmu.edu/accounting).

Tuition is refundable in accordance with the schedules published in this section. No other refund schedule will apply. The University’s Board of Trustees reserves the right to change tuition and fees at any time.

Payment of Tuition and Fees

All communication from the Accounting Office regarding charges, credits and outstanding balances is sent to the student’s DMU email account. Students access their statement of account on myPulse Self-Service. The University does not mail paper statements. For further information regarding billing, payments or the online system, please contact the Accounting Office at 515-271-1473, 515-271-1530, or 1-800-240-2767, ext. 1473 or ext. 1530.

Tuition, fees and other balances reflected as University accounts receivable are to be paid by the published due date. DMU accepts cash, checks and money orders in the Accounting Office, which is located on the 4th floor of the Academic Center, Room 417. Please make checks payable to Des Moines University (DMU). Checks may be mailed to:

Attn: Accounting
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198

eCheck (ACH) and credit/debit card payments can be made online through myPulse Self-Service. eCheck payments are accepted for no additional fee. Credit/debit cards are accepted for a service fee per the tuition and fee schedule. Visa, MasterCard, Discover and American Express are only accepted on the portion of tuition and fees not covered by financial aid (including loan funds and/or scholarships).

Students may authorize a parent, or other individual, access to their online account and to make a payment. Only students have the ability to establish “Person Proxy” and can find guidance on myPulse Self-Service.

Tuition, fees and their associated due dates for each program are available on the Tuition and Fees Information (https://www.dmu.edu/accounting/tuition-and-fees) site.

Failure to pay an account in full by the tuition due date will result in the following:

- A hold will be placed on the student account. Students will be asked to sign an Acknowledgement of Financial Responsibility if one is not already on file. If an Acknowledgement of Financial Responsibility is not signed, the student will be placed on an involuntary leave of absence.
- The account will be viewed as having a delinquent status. Students will not be permitted the following privileges: registration, admission to classes, transcripts and a diploma.
- Late fees will be applied to the student’s account per the fee schedule if the outstanding balance is not paid within the grace period.

Tuition Charges for Extended Pathways to Success

D.O. students in the Extended Pathways to Success program are billed a total of four years’ tuition and any repeat course fees for the five years scheduled to complete the program.

- Students entering the program during year 1 of the curriculum are billed half of the current tuition rate in effect for each of the two years taken to complete year 1 of the curriculum. Tuition for years 2, 3, and 4 of the curriculum are billed at the regular tuition rate in effect for each academic year.
- Students entering the program during year 2 of the curriculum are billed half of the current tuition rate in effect for each of the two years taken to complete year 2 of the curriculum. Tuition for years 1, 3, and 4 of the curriculum are billed at the regular tuition rate in effect for each academic year.
- If applicable, repeat course fees are billed at the rate in effect for the academic year and may cause adjustments to the tuition billing schedule described above.

Extended Pathways to Success is an extended medical school curriculum. A student may experience a period of less than full-time enrollment in the curriculum.

Leave of Absence Implications

When a student is granted a leave of absence, federal student loan (Title IV) funds may be subject to the Return of Funds Policy. Please refer to the Financial Aid Return of Funds Policy section (p. 45).

When a student is approved to return from a leave of absence within one year of the leave of absence start date, the following will apply.

- Upon return, tuition and fees will be billed at the current year’s approved rate. Students in programs that bill a flat tuition rate will receive credit for tuition originally retained by DMU for each academic year.
- Tuition and fees are due when the student registers or the first day of class, whichever comes first. Students returning from leaves considered as Unapproved by the Department of Education will be charged the course repeat fee for any applicable courses.

Suspension Implications

Tuition and fees will be billed at the current academic year’s approved rate and are due when the student registers or the first day of class, whichever comes first. If the student returns within the first 12 months after suspension, tuition credit will be granted for tuition originally retained by DMU for each academic year. For example, if a student is suspended after completing the first half of a clinical year (assume the annual tuition is $40,000 and the student paid $20,000 in tuition), upon returning the following academic year, the student will be billed the current annual tuition rate offset by the $20,000 of tuition paid the previous year.

Return of Computer Equipment

A student who withdraws, transfers, is suspended or is dismissed must return all DMU-issued computer equipment to the Information Technology Services department. Failure to return any equipment by the given deadline will result in an automatic hold on all records, including the
Financial Aid

The University attempts to make adequate financial assistance available to all students in all programs within the limits of each student budget and the availability of financial aid. Each of our programs has a carefully considered and comprehensive student expense budget that is designed to cover tuition, program costs and reasonable living expenses.

Budgets are designed for the student only and are not intended to cover family living expenses. If married, the University expects the student’s spouse to be a major contributor to family expenses. If a student has children for whom their spouse must be a caregiver and cannot work, or if they are a single parent, the student must arrange for outside financial support in addition to financial aid.

The University takes seriously its responsibility to provide a reasonable expense budget and to monitor long-term student debt. Students will not be allowed unlimited borrowing simply because loan programs may be available. Cost of attendance budgets are available for each program on the website (https://www.dmu.edu/financial-aid/cost-of-attendance-budget-information).

Students Receiving Financial Aid

The Accounting Office will work with the Financial Aid Office to verify the amount of loan money the student will be receiving. Loan funds will be applied to the student’s tuition account for all courses for the term before any living expense funds are processed.

Payment, for any portion not covered by loan disbursement, is due by 2 p.m. of the first day of the term. Late fees will be applied per the fee schedule until full payment is received.

Satisfactory Academic Progress Policy

This policy is used to determine eligibility for Federal Financial Aid only. Academic programs may have different academic standards and criteria to maintain academic eligibility within the program.

Federal regulations (CFR 668- Student Assistance General provisions, Sections 668.16, 668.32, 668.34, and 668.42) state that all students who receive financial assistance from Title IV programs are required to maintain satisfactory academic progress (SAP) according to both qualitative and quantitative measures established by the institution. SAP evaluation is program specific. For example, a dual degree student enrolled in both the DO and MPH programs will have SAP evaluated separately for each program and related coursework.

Eligibility Requirements

GPA (qualitative measure): Students are expected to make continuous and successful progress toward the requirements for graduation throughout the curriculum. Students must earn a grade point average (GPA) of 2.0 or higher to maintain financial aid eligibility. At the end of an evaluation period, if a student’s GPA drops below a 2.0, the student will become ineligible for financial aid. Grades of A, B, C, D, F, and F/C will be factored into the GPA calculation. Grades of I, W, and P do not affect GPA.

Time frame for completion (quantitative measure): Students must complete their respective program within a time frame no longer than 150% of the published length of the program. For clinical programs the published length will be evaluated by years. For example, a four-year program must be completed within a six-year time frame. For all non-clinical programs the published length of programs may not exceed 150% of the required credit hours for the program, see below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Published Length</th>
<th>150% limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Clinical Programs</td>
<td></td>
<td>150% limit</td>
</tr>
<tr>
<td></td>
<td>Published Length</td>
<td>150% limit</td>
</tr>
<tr>
<td></td>
<td>M.H.A.: Prior Fall 2012: 45.0 credit hours</td>
<td>68.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>Effective Fall 2012: 48.0 credit hours</td>
<td>72.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>M.P.H.: Prior to Fall 2016: 45.0 credit hours</td>
<td>68.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>Effective Fall 2016: 46.0 credit hours</td>
<td>69.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>M.S.A.: Matriculated prior Fall 2017: 61.0 credit hours</td>
<td>40.5 credit hours</td>
</tr>
<tr>
<td></td>
<td>M.S.A.: Matriculated after Fall 2017: 66.0 credit hours</td>
<td>44.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>M.S.B.S.: Prior to Fall 2015: 49.0/49.5 credit hours</td>
<td>74.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>Effective Fall 2015: 50.0 credit hours</td>
<td>75.0 credit hours</td>
</tr>
<tr>
<td></td>
<td>Effective Fall 2016: 47.0 credit hours</td>
<td>71.0 credit hours</td>
</tr>
<tr>
<td>Clinical Programs</td>
<td></td>
<td>150% limit</td>
</tr>
<tr>
<td></td>
<td>Published Length</td>
<td>150% limit</td>
</tr>
<tr>
<td></td>
<td>DO: 4 years</td>
<td>6 years</td>
</tr>
<tr>
<td></td>
<td>DPM: 4 years</td>
<td>6 years</td>
</tr>
<tr>
<td></td>
<td>DPT: 3 years</td>
<td>4.5 years</td>
</tr>
<tr>
<td></td>
<td>PA: 2 years</td>
<td>3 years</td>
</tr>
</tbody>
</table>

Note that all attempted credits, including transfer credits and repeated coursework count toward the overall 150% time frame for completion. Students who exceed the 150% limit become ineligible for Title IV funds. There is not a warning or probationary status once 150% is exceeded and appeals are not accepted.

Pace

Students must progress through their program to ensure that they will graduate within the maximum timeframe. Students are required to complete 67% of all attempted credit hours. The calculation is made as follows: earned credit hours + attempted credit hours = completion rate. Grades of A, B, C, D and P are counted as hours attempted and earned. Grades of I, W, WF, WP, and F are counted as attempted hours only (not earned hours). Transfer credits, if allowed by the program, are counted as attempted and earned credits in the evaluation of pace completion percentage and towards the 150% maximum timeframe for completion. Transfer credits include both external transfer credits and institutional transfer credits in the case of dual degree students. If a student’s cumulative completion rate drops below 67% at the end of an evaluation period, the student will become ineligible for financial aid.

Evaluation

Clinical programs (DO, DPM, PA, and DPT) will be evaluated on an annual basis at the end of each academic year. Any student who is not meeting SAP eligibility requirements will be placed on Financial Aid Suspension.
and will not be eligible for financial aid. An appeal may be filed with the Financial Aid Office, please see the Appeals section of the policy below.

Non-clinical programs (MHA, MPH, PPPT, MSA, and MSBS) will be evaluated after each academic term is completed, including summer term. Any student who is not meeting SAP eligibility will be placed on Financial Aid Warning status and remain eligible for financial aid for one term. After the Warning period is completed, any student who is still not meeting SAP eligibility will be placed on Financial Aid Suspension and will not be eligible for financial aid. An appeal may be filed with the Financial Aid Office, please see the Appeals section of the policy below.

Regaining Financial Aid Eligibility

Any student who has become ineligible to receive federal financial aid due to quantitative (low completion rate) or qualitative (low GPA) may regain eligibility once they meet both the quantitative and qualitative SAP standards listed in this policy.

Appeals

Students who fail to meet SAP requirements may reestablish eligibility by submitting a SAP appeal to the Financial Aid Office. The complete appeal will contain:

1. an SAP appeal form,
2. a written statement describing the student’s mitigating circumstances and what has changed to improve academic performance,
3. supporting documentation, and
4. an academic improvement plan approved by the student’s advisor.

Incomplete appeals will not be accepted or reviewed.

Note: the written statement that will accompany the appeal form must be typed and signed by the student, and it must clearly articulate how mitigating circumstances had a direct and adverse impact on the student’s academic performance. The statement must also include that the circumstances that led to the student’s inability to maintain satisfactory academic progress have improved and will not prevent the student from making SAP by the next evaluation period. The statement should be long enough to adequately describe the student’s mitigating circumstances.

Examples of mitigating circumstances and acceptable supporting documentation include but are not limited to:

- Serious illness of the student or a close family member - statement from physician
- Death of a close family member - statement from a minister or family member and a copy of the death certificate or obituary
- Disruptive personal issues - statements from an attorney, counselor, minister, or unbiased third party, court documents, etc.

Appeals will be reviewed within seven business days from the date of receipt. Each student will be notified in writing the decision regarding his/her appeal. If an appeal is approved, the student will regain federal financial aid eligibility. If an appeal is denied, the student will remain ineligible for federal financial aid until they meet the SAP requirements on their own. Appeal decisions are final.

Academic Plans

All students who fail to make SAP and file appeals with the Financial Aid Office are required, as part of the appeal process, to complete an academic plan with their advisor. The form can be obtained for the Financial Aid Office and must be submitted with the Financial Aid Appeal form.

Financial Aid Probation

If an appeal is approved, the student will be placed on financial aid probation and have their federal financial aid eligibility reinstated for the time period specified on their academic plan. During the probationary period, the student will remain eligible for federal financial aid as long as they adhere to the academic plan submitted with their appeal. A student who fails to adhere to the requirements specified in their academic plan or fails to achieve minimum SAP eligibility standards by the end of the probationary period is considered ineligible to receive additional federal student aid funds. If a student is meeting the requirements of their academic plan, the student will remain eligible to receive funds as long as the student continues to meet those requirements.

*Any exceptions to this policy will be made on an individual basis and in compliance with all federal, state, and local regulations governing financial aid.

Return of Funds (Title IV Refund) Policy

When a student withdraws, is suspended, dismissed, takes a leave of absence, or ceases attendance before completion of the term federal regulations require the University to calculate a possible return of Title IV funds to the student’s Title IV Loan program. Title IV includes Federal Direct Unsubsidized Loan, Federal Direct Grad Plus loans.

A return of funds calculation is based on how many days the student was actually enrolled during the payment period (term). This is determined by how many days of the term the student completed (not including scheduled breaks over five days). Refunds are based on the effective date of the student’s separation from DMU.

If a student in the DO, DPM, PA or DPT program leaves before completing 60% of the payment period (term) he/she will receive a pro-rata refund of institutional charges. If the separation date is after completion of more than 60% of the payment period (term), the student will not receive a refund. This method will apply regardless of whether the student is a financial aid recipient or not.

If a student in the MSA, MSBS, MHA or MPH program leaves after the drop date, the student will not receive a refund. Students that withdraw or do not complete all courses and have received Title IV financial aid will be subject to Federal Title IV refund provisions. In the event a Title IV refund is necessary, the refund may leave a balance on the student’s tuition account that must be paid.

Institutional charges are tuition and repeated course fees. Membership dues, health insurance premiums, fines and miscellaneous service fees are not included in a return of funds calculation. A return of funds is sent directly to the appropriate Title IV program in the order noted below. Money borrowed for living expenses must be repaid according to the terms of the promissory note.

Distribution of Returned Funds

Per current federal policy, DMU will distribute refunds of financial aid as follows:

- Federal Direct Unsubsidized Loan
- Federal Direct Grad PLUS Loan
inform the school in writing (either paper or electronic) within 14 days. If a student wishes to cancel all or a portion of a loan, he or she must directly to their loan servicer.

Example 1: Return of Funds Required
The student begins a program on August 8 for a payment period that ends December 19. The payment period contains 134 days. The student then withdraws on October 2. DMU must calculate a possible return of funds. The student completed 56 days of the payment period (August 8 to October 2), or 41.8 percent of the payment period. Under federal rules, the student earned 41.8 percent of his/her financial aid. The University must return 58.2 percent of the Title IV aid to the student’s loans.

- Federal Direct Unsubsidized Loan net aid disbursed $21,133.00
- Total Title IV applied to charges $15,536.00
- % student earned 41.8% or $6,494.00 (41.8 x $15,536.00)
- Amount returned by DMU $9,042.00 ($15,536.00 minus $6,494.00)
- Amount returned to loans $9,042.00 to Unsubsidized Loan
- Amount retained by DMU $6,494.00

Example 2: No Return of Funds Required
The student begins a program on August 8 that ends December 19. The payment period contains 134 days. The student withdraws on November 8, having completed 93 days in the payment period (August 8 to November 8), or 69.4 percent of the payment period. Under federal rules the student has earned all of the financial aid and no University refund is required.

- Federal Direct Unsubsidized Loan total net disbursed $10,141.00
- Title IV applied to charges $9,037.50
- % Student earned 100%

Amount returned by school: None

Other Consumer Information
- Title IV loan funds that could have been disbursed prior to separation: If the student leaves the program before all Title IV funds have been disbursed, he/she will be offered the opportunity to accept or decline that disbursement. (Please note: Federal Direct Loan Funds cannot be disbursed unless you qualify for late disbursement under federal regulations, but funds may be included in the calculation.)
- Payment periods for each year and program are determined by the Registrar’s official calendar of starting and ending dates. No other calendar or dates will be used.
- Determination of Withdrawal Date (or all other actions): The effective date of withdrawal, leave of absence, suspension or dismissal is determined by the Dean of each program based upon written notice received from the student. For a student who does not follow the University’s notification procedure, the Dean of the program will determine a withdrawal date based on available information.
- Students who are subject to a return of funds calculation will receive a written, detailed explanation of DMU calculations. A student may appeal any calculation to the Financial Aid Office.

A student must be at least half-time to qualify for financial aid. If a student drops a course and becomes less than half-time, he/she loses financial aid eligibility. This includes borrowing and deferment.

Cancel or Return Loan Proceeds Policy
If a student wishes to cancel all or a portion of a loan, he or she must inform the school in writing (either paper or electronic) within 14 days after receiving email notification that the funds have been credited to the students account. Upon receiving the request DMU will return the loan proceeds, cancel the loan, or do both. If a student wishes to cancel all or a portion of the loan after the 14 days, they may send the funds directly to their loan servicer.

Loans
Information regarding loans can be found on the website (https://www.dmu.edu/financial-aid/loan-information).

Scholarships and Loan Repayment Programs
Information regarding scholarships and loan repayment programs can be found on the website (https://www.dmu.edu/financial-aid/scholarships).

Payment of Financial Aid
As a general rule, all loans must be disbursed in two equal installments (MHA, MPH and some Summer Term loans may qualify for a single disbursement). The following outline illustrates current regulations governing payment of aid:

Loans
- Federal Direct Unsubsidized Loan: Generally loans are disbursed at the beginning of each term. Governed by federal regulations, student loan disbursements will be applied to student tuition accounts within three working days after DMU receives EFT disbursements. Tuition account refunds are then made to students. Contact accounting for details.
- Federal Grad PLUS Loan: Same as Federal Direct Unsubsidized loan
- Super Primary Care Loan: Loan proceeds are used to pay back prior loans borrowed while at Des Moines University.

Grants/Scholarships
- Military Health Professions Scholarship Program (HPSP): Tuition is credited directly to the student’s tuition account. Monthly stipend, books and equipment allowance is paid directly to the student by the organization.
- Indian Health Service: Same as military
- National Health Service Corps: Same as military
- University Work Program: Wages paid directly to the student via EFT bi-weekly.
- Federal Work Study: Wages paid directly to the student via EFT bi-weekly.
- Other scholarships are paid once or twice a year depending on the source.

Notice of Awards
An award letter sent by the Financial Aid Office notifies a student for these programs:
- Federal Direct Unsubsidized Loan
- Federal Direct Grad PLUS Loan
- Primary Care Loan
- Program Scholarships

An award letter directly from the granting agency notifies students for these programs:
• Military Health Professions Scholarship Program (HPSP)
• Indian Health Service Scholarship
• National Health Service Corps Scholarship
CAMPUS RESOURCES

Bookstore
Matthews Bookstore features a selection of reference books, scrubs, school supplies, medical instruments, lab coats in a variety of styles, and Des Moines University apparel and gifts.

All Des Moines University course materials are readily available. As the members of the faculty submit their lists of required and recommended texts and supplies, the items are ordered by the bookstore staff so that they will be in stock when courses begin.

The store also features a Used Book Wall. This is an excellent source of supplemental material to required course books. The used books have been placed on the wall by students and are sold on a consignment basis. Additional information is available on the store’s website (http://www.dmubooks.com).

Cafeteria
Summerfield’s, the on-campus cafeteria, provides a morning coffee bar and lunch service. A self-service check out option is available outside of those hours. The cafeteria is located on the lower level of the Student Education Center.

Center for Educational Enhancement (CEE)
Mission Statement: To support excellence within Des Moines University’s academic community through innovation and collaboration which enhances instruction, student learning, and assessment.

CEE offers DMU students a broad range of services and programs designed to help them achieve their academic goals. These services include coordinating peer tutoring and one-on-one sessions relating to board preparation, study skills, time management, test-taking, and accommodations. Students are also offered group learning opportunities and presentations and workshops relating to learning or study approaches. Students interested in developing their abilities to teach may participate in CEE courses (Practical Foundations for Medical Education – CEE 2078A, and Applications of Practical Foundations for Medical Education – CEE 2078B).

Students may e-mail CEE@dmu.edu, call 515-271-1516, or drop in to schedule an appointment. CEE works with faculty and staff on a variety of topics related to teaching, learning, and assessment. These opportunities include one-on-one consulting (instructional coaching, assignment revision, lesson redesign, educational research), small group sessions (professional learning communities (PLCs), workshops), and large group presentations.

Additional information is available on the Center’s website (https://www.dmu.edu/cee).

Reasonable Accommodations
Des Moines University welcomes qualified students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may require accommodations during their educational career at DMU will be asked to identify the reasonable accommodations they require when acknowledging the ability to meet technical standards. The student is responsible for requesting reasonable accommodations through the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515.271.4452) or by email (accommodations@dmu.edu). The Accommodation and Educational Support Specialist in the Center for Educational Enhancement reviews all requests for accommodations through an individualized interactive process.

Process for Assessing Compliance with the Technical Standards
Candidates, who accept an offer to matriculate, must attest they meet the applicable technical standards with or without reasonable accommodation, and annually confirm they continue to meet these standards. Fulfillment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any special residency program.

Clubs and Organizations
Clubs, local chapters of national groups, honorary societies and other organizations offer students a chance to get involved. Student participants engage to meet peers, learn more about a professional organization, voice an opinion or volunteer in the community. Student clubs and organizations offer the ability to attend national conventions, advocate for a cause and more. All clubs and organizations are free to join although some may have a mandatory national or chapter fee. Most clubs and organizations welcome students from all programs however some are program specific. All clubs and organizations have students in a leadership role with a designated faculty advisor as support. The Office of Student Affairs provides annual training to ensure policies and procedures that govern clubs and organizations are understood and consistently applied.

Continuing Medical Education (CME)
DMU CME offers a variety of educational offerings, including but not limited to: department-specific and specialty-specific conferences, on-site and/or on-line, single or multi-topic seminars and workshops, standardized performance assessment lab, simulation lab, case presentations, regularly scheduled series, tumor boards, journal clubs, and enduring materials.

The educational offerings advance the prevention, diagnosis, and treatment of disease. Included among the educational offerings are updates in clinical medicine and basic science research, review of current or best practice recommendations for clinical care, learning modules in quality improvement, procedural and communication skills, development exercises, and professional development in academics, leadership and patient safety. Additional information is available on the website (https://cme.dmu.edu).

Diversity and Multicultural Affairs
The University is committed to fostering a community and campus climate that values and actively supports inclusiveness and diversity. The office of Diversity and Multicultural Affairs promotes supplemental programming designed to increase understanding and appreciation of diverse cultures, attempting to reduce prejudice, educate, and promote social justice.

DMU students have many opportunities and experiences to gain skill sets that will enhance and contribute to their personal and professional development. Part of that development is to learn and acquire cultural competency skills. It is important to recognize that becoming culturally competent is an ongoing process. Students are challenged to examine
their own cultural biases and stereotypes throughout their educational journey. The end result will equip and empower students to be a part of a global health care system that responds appropriately to and is inclusive in delivering positive health outcomes for a diverse and inclusive society. Additional information is available on the office's website (https://www.dmu.edu/diversity).

Faculty Advisor
All students are assigned a faculty advisor who provides assistance, advice and counsel, as needed, and who serves as a liaison between the student and the academic and administrative communities. Based upon students’ needs and requests, faculty advisors are available to monitor academic achievement and provide guidance and assistance in meeting academic requirements; serve as a mentor to the student; provide referral information to other student support/departments as necessary; and inform appropriate departments of student concerns.

ITS Resources
Information Technology Services (ITS) maintains computer accounts for all enrolled students. All clinical students are assigned a laptop to use while they are enrolled full-time. The account allows access to the assigned laptop computers (as applicable), Pulse, their university e-mail account and Desire2Learn (D2L).

The ITS Help Desk serves as a “one-stop” center for resolving campus technology problems and also as a call-center for other technology resources on campus. All requests for IT support services are logged through the Help Desk. ITS Help Desk has both on-campus support and 24/7 phone support.

Pulse contains general university and program specific announcements, links to valuable Library Resources, schedule information, and additional links useful to students’ education at DMU.

Each student is assigned an e-mail account. This account is accessible through their DMU computer (as applicable), Outlook, Pulse, and web-based mail. Microsoft Outlook email app may also be installed on personal mobile devices with DMU credentials. The University-assigned e-mail address will be used by departments and programs as the official communication link with students. The University does not maintain a list of alternate addresses and does not support forwarding of e-mail to other accounts.

D2L is the learning management system to which instructors post supplemental course information, quizzes, grades and other helpful course information. D2L is generally available for student and instructor access 24 hours a day/7 days a week.

Library
The Library provides a wide variety of resources, including books, e-books, and thousands of online journals. Students may also access a significant number of research databases, including PubMed, Scopus, UptoDate, ProQuest Public Health, Business Source Complete, Clinical Key, Anatomy.TV, and Visual DX. To help students prepare for their board exams, the Library provides books and online test banks of questions that mimic those that they will see in the COMLEX, USMLE, and PANCE exams. Additional information on library resources and services is available on the Library’s website (https://lib.dmu.edu/home) and via the Library's Lib Guides pages (https://lib.dmu.edu/?b=g&amp;d=a).

Student Assistance Program
All enrolled DMU students have access to the Aetna Student Assistance Program (SAP). The SAP offers three (3) free annual face-to-face visits with an off-campus, licensed counselor within the nationwide Aetna provider network. Services are available 24 hours a day, 7 days a week and are accessible by Phone: 877-351-7889, Email: asksap@aetna.com, or Online: www.aetnasap.com (enter school ID “DMUSAP”). In addition to serving as an emergency resource, the SAP is a valuable option for mental health services for those students living outside the state of Iowa (e.g., on-line or distance students, students who are out of state for clinical rotations or internships).

Student Counseling Center
The Student Counseling Center provides counseling and mental health services to enrolled students for a wide variety of concerns, including (but not limited to) stress management, adjustment, anxiety, depression, and grief/loss. Partners of students may also participate in joint relationship counseling sessions. Psychiatric services are available through a contract with Broadlawns Medical Center. The SCC also provides psychoeducational workshops and hosts campus events on topics such as stress management, healthy relationships, and preventing burnout. All SCC services are free and confidential, and the SCC’s records are not a part of any academic or university records. Additional information regarding the SCC’s services is available on their website (https://www.dmu.edu/student-services/student-counseling-center) and Pulse page.

Student Government
The Student Government Association (SGA) is the official governmental body for students enrolled in each college. The University has three SGA organizations reflecting the three distinct colleges. Upon admission, students in programs with full-time tuition (rather than hourly) are automatically members of the SGA, which is governed by elected representatives. The purpose of the SGAs, as defined in each organization’s respective by-laws, is to provide students with a forum to express ideas regarding the academic, social and service aspects of the college. Each SGA is allocated money for their budget and decisions regarding the utilization of these funds are based on the vote or decision-making authority of the governing body.

Student Handbook
The Student Handbook is issued as a web-based publication to serve as a guide for enrolled students. It contains links to general information, policies and procedures to ensure that students understand and are meeting expectations for graduation and successful careers in health care. Specific information for courses/systems is available in each course syllabus.

The policies and procedures are defined to ensure that students succeed academically and attain the professional standards necessary to practice as a health care professional. Therefore, students are responsible for becoming familiar with the contents of the handbook and for abiding by the Student Code of Conduct and all other policies and procedures. During the registration process, students sign a statement that they understand and agree to uphold all University and program regulations as stated in the handbook.
Student Health Insurance

DMU requires that students in all on-campus programs (DO, DPM, DPT, PA, MSA and MSBS) provide proof of health insurance coverage. This requirement ensures that DMU students are compliant with hospital/clinic affiliation agreements specifying that students have comprehensive health insurance coverage.

To meet this requirement, students must verify coverage through the following:

- A plan coordinated through DMU.
- Parents or spouse/partner group plan.
- A national government plan, including Iowa Medicaid as long as the student lives in Iowa for rotations.
- Out-of-state Medicaid as long as the student lives in that state the entire year of rotations.
- Tricare (Military)
- An individual plan that meets the hard waiver criteria.

Student Health Services

Students have access to primary care through appointments in Family Medicine/Student Health anytime during regular clinic hours. Annual TB skin testing and flu immunization are available to students through Family Medicine/Student Health to students at no charge. All other available services will be billed to the student's insurance plan.

Wellness Center

DMU's state-of-the-art 25,000 square foot Wellness Center, located in the Student Education Center, is open daily and provides extensive opportunities that are free to the campus population. Wellness opportunities offered to all students, at any fitness level, include classes to promote weight management; fitness classes; body composition testing; individualized exercise programs; health coaching consultations; individual Personal Wellness Profile (PWP) – an assessment tool that identifies personal health risks and provides strategies for reaching health and fitness goals; chair massages for a nominal fee; and much more! Additional information is available on the center's website (https://www.dmu.edu/wellness-center).
### COURSES A-Z

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### Advanced Cardiac Life Support (ACLS)

**ACLS 3202. Advanced Cardiac Life Support. (0.5 Credit Hours)**

In this course, third-year CPMS students enhance their skills in treating adult victims of cardiac arrest or other cardiopulmonary emergencies, while earning their American Heart Association ACLS (AHA ACLS) for Healthcare Providers course completion card.

### Anatomy (ANAT)

**ANAT 1101A. Gross Anatomy A. (4.5 Credit Hours)**

The gross anatomy course provides an in-depth study of the human body using cadaveric dissection. Additional emphasis is placed on developmental anatomy and normal radiographic anatomy. This course will include the anatomical relationships of the back, head, neck, thorax and abdomen.

**ANAT 1101B. Gross Anatomy B. (2.5 Credit Hours)**

The gross anatomy course provides an in-depth study of the human body using cadaveric dissection. Additional emphasis is placed on developmental anatomy and normal radiographic anatomy. This course will include the anatomical relationships of the pelvis, perineum, and the lower and upper limbs.

**ANAT 1104. Neuroanatomy. (2.5 Credit Hours)**

The structural and functional organization of the central nervous system is presented through lectures and laboratory/computer demonstrations on parts of the brain and spinal cord. The course covers the role of the brain and spinal cord in sensory perception and movement of the human body, including organs and behavioral responses. Integration of clinically-relevant material and/or clinical case presentations are included in all lecture topics.
ANAT 1106. Medical Cell & Tissue Biology. (4 Credit Hours)
A comprehensive study of human cell biology, basic tissue types, and
the histology of organs and organ systems. The relationships between
typical (nonpathological) histology, gross anatomy, and function are
emphasized. Examples of clinical relevance highlight the breakdown of
normal microstructure and its impact on function. The course consists
of regularly-scheduled lectures, self-directed lab exercises using high-
resolution digital micrographs, and collaborative learning exercises.

ANAT 2003. Cranial Nerves - A Case-Based Approach. (1 Credit Hour)
This online elective course for DO, DPM, DPT, PA, and MSA students
covers important cranial nerve topics relevant to both board study and
clinical practice. Web-based modules guide students through patient
case analyses with a focus on the diagnosis of commonly occurring
nerve lesion deficits. The course fuses review of normal anatomy, central
connections, and function of the cranial nerves with clinical analyses
of CT images and MRIs that illustrate the radiological manifestation of
various cranial nerve dysfunctions.

ANAT 2026. Problem-Based Anatomy. (1 Credit Hour)
The problem-based anatomy course is designed for students who desire
a greater appreciation of the clinical relevance of anatomy and will be
of educational utility to the student preparing for board examinations.
The course will utilize lecture and discussion to guide students through
selected clinical vignettes from the text, Problem-Based Anatomy.
Each clinical vignette provides an educational framework in which the
student can apply his or her anatomical knowledge to clinical situations.
Another value-added attribute of the course is its integrated approach
to the field of anatomy. Therefore, wherever appropriate the clinical
vignettes will explore the various subdisciplines of anatomy. These
include anatomic pathology, cell biology, embryology, gross anatomy,
histology, neuroanatomy and radiologic anatomy. Prerequisite for MSA
students only. Consent of Instructor

ANAT 2031. Human Development. (2 Credit Hours)
This is a graduate level human development course. The course will
be student driven and presented in a discussion/lecture format. The
students will be expected to have read the assigned chapters before the
corresponding class meeting. Examinations will consist of essay type
questions. Students will be required to make an oral presentation on a
topic of their choice related to the course material. Student presentations
will be graded based on organization, clarity, style of presentation, quality
of visual aids and ability to answer questions. The presentations will be
open to DMU students and faculty.

ANAT 2052. Forensic Osteology. (1 Credit Hour)
This course introduces the application of osteological / biological
anthropological techniques & knowledge to medicolegal problems.
Involves the ID of human skeletal remains for legal & humanitarian
reasons. Students will become proficient in determining age, sex,
ancestry, & stature from skeletal remains & recognizing unique
anatomical features aiding positive ID. Crime scene recovery; establishing
time since death & determining cause & manner of death will be
discussed.

ANAT 2065. Coronary Circulation. (1 Credit Hour)
Understanding the burden of coronary arterial disease requires
textual knowledge of the anatomy and physiology of the coronary
circulation. Anatomically, this course will cover general concepts of blood
vessel formation and remodeling, development of coronary vessels, the
anatomy of the coronary vessels along with anomalies and collateral
circulation. Physiologically, methods of measuring coronary blood flow
and its regulation and distribution will be considered. Lastly, anatomic
and physiologic adaptations related to aging, exercise and cardiac
hypertrophy will be considered. Prerequisite courses apply to MSA
students.
Prerequisites: ANAT 1101A (MSA 1A01), ANAT 1101B (MSA 1A02),
PHYPM 1116

ANAT 2071. Community Health Immersion Project. (1 Credit Hour)
Community Health Immersion Project (CHIP): This six week community
elective course is designed for students interested in learning about cultural
competencies and the barriers faced by medically-underserved communities in the Des Moines area. Lecture content is paired with
weekly volunteerism in the African American and Latino communities
where students help screen for hypertension whilst simultaneously
building a dialogue with these medically-underserved communities.

ANAT 2072. Tools for Teaching. (1 Credit Hour)
This course will cover course design and revision, crafting a syllabus,
application of adult learning principles to the design of presentations,
effective use of learning psychology in the effective design and delivery
of presentations, educational methods, execution of adult learning
principles, and assessing student learning outcomes.

ANAT 2211. Lower Limb Anatomy. (3 Credit Hours)
A comprehensive course in the functional anatomy of the lower limb.
Podiatric medical students dissect and identify the detailed structures
of the foot, leg and thigh in order to become expert in the structure and
function of this region of the body.

Behavioral Medicine (BHVMD)

BHVMD 1120. Introduction to Medical Ethics. (1.5 Credit Hours)
The course is designed to serve as an introduction to recognizing moral-
ethical dilemmas in medicine and appropriately addressing them.
Students explore basic ethical concepts, theories and principles, and the
importance of morality, virtues and values. Developing moral reasoning
skills is emphasized. Additionally, the interaction between the law
and ethics and maintaining professional behavior and standards are
introduced. Each student brings values and beliefs from his/her family,
religion, culture, education and personal experience; during the course,
students evaluate and augment their beliefs.

BHVMD 2076. Improv Skills in Health Care Setting. (0.5 Credit Hours)
Through the experiential study of improvisational theater, students in
this elective course will use a fun, innovative and rejuvenating medium
to develop their skill set as providers. Improv challenges students to
break out of their shells and be humbly fearless. As students are placed
in high-stress situations throughout their clinical years and careers,
it is important that they have the confidence to speak to superiors
and contribute to teams. Similar to SIM lab, students will have the
opportunity to make mistakes and try new techniques in a safe and low-
risk environment.
BHVM 2107. Psychiatry. (2.5 Credit Hours)
This is a clinical case-based course designed to introduce the student to the field of psychiatry, with a focus on learning basic psychiatric nomenclature, important defense mechanisms, methods of assessment and diagnosis using the Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition, psychotherapeutic and pharmacological treatment modalities for common mental disorders, and psychiatric risk assessment. The student also is introduced to the stigmatization of persons seeking mental health services.

BHVM 2120. Medical Ethics II and Legal Topics. (2 Credit Hours)
The course is designed to assist students in understanding central issues of frequently encountered ethical-moral problems, and the interrelationship between medical ethics and the law. Cases that have shaped medical ethics, as well as the more subtle ethical issues arising in practice will be discussed. Potential ethical-moral problems faced by students during clinical rotations will also be explored. The emphasis will be on the development of case-based ethical-moral problem-solving skills. During the course, students will demonstrate the ability to apply ethical-moral decision-making and clinical ethical reasoning in the context of a standardized patient encounter (SPAL).

Biochemistry (BIOC)

BIOC 1102. Biochemistry and Molecular Genetics. (4.5 Credit Hours)
The Biochemistry/Molecular Genetics course provides a description of biological structures and molecular function, providing the foundations for the basic medical sciences. Molecular structure, metabolic pathways, gene expression and human genetics will receive major emphasis in this introductory course. Case studies of metabolic and genetic disorders are presented to illustrate the implications of biochemistry, molecular biology and genetic principles for human health.

BIOC 1112. Biochemistry/Molecular Genetics. (4.5 Credit Hours)
An introductory molecular description of biological structure and function. Normal metabolism and gene expression are given the major emphasis. Several common genetic diseases and metabolic disorders serve to contrast normal and perturbed human biochemistry, as well as demonstrate the clinical implications of human biochemistry.

BIOC 1122. Problem-Based-Learning (PBL) Biochem. (1 Credit Hour)
This elective is an advanced medical biochemistry course that is offered as an enhancement to the traditional Biochemistry/Molecular Genetics course (BIOC 1102). It is designed for those students with a background in biochemistry or those who are interested in going beyond the scope of the traditional course. Students who are intellectually inquisitive and those who are interactive by nature will benefit from and enjoy involvement in this course. The course utilizes a problem-based learning format focused on clinical case presentations of biochemical interest. The course employs a small group discussion format that demands active participation by all group members. The case study sessions provide a forum in which students develop problem-solving skills and achieve a deeper understanding of biochemical principles and processes as applied to clinical situations. In the sessions, the students play the dominant role in developing hypotheses, analyzing information and setting learning goals and objectives based on the information supplied in the case write-up. The role of the group facilitator in this scenario is not that of a director who leads the discussion, or as a source of information to be tapped by the group. Rather, the facilitator’s role centers around keeping the discussion appropriately on track, drawing all members of the group into the discussion and ensuring that a sufficient depth of understanding is attained by the group.

Center for Educational Enhancement (CEE)

CEE 2078A. Practical Foundations for Medical Educat. (1.5 Credit Hours)
This course will provide students with the opportunity to explore the fundamentals of education including learning theory, assessment, lesson design, and self-evaluation through group discussion and reflective writing. Students will practice developing and implementing engaging lessons utilizing active learning approaches. Students will be assessed on their understanding and ability to justify instructional choices. Experiences will include the exposure to the academic role of teaching via the delivery of lessons and the completion of self- and peer-assessment.

CEE 2078B. Application of Practical Found for Med E. (1 Credit Hour)
This course will provide students with the opportunity to apply the concepts they learned in the pre-requisite course, Practical Foundations for Medical Education (CTL 2078A). Students will complete lesson objective writing, design and implement educational experiences, and create student learning assessment tools. Students will develop and present direct tutorial sessions for their peers in a manner congruent with their academic program’s curriculum. Registration by instructor consent.

CEE 2081. Fundamentals of Learning. (0.5 Credit Hours)
This elective course is designed to prepare students to be academically successful in medical school. We will explore fundamentals of active learning, time management, test-taking strategies, how to study for different kinds of content, self-regulation and motivation. Ultimately, this will help students be more autonomous learners capable of designing their own study approaches and will enhance their ability to be successful from day one.

CEE 2085. Peer Tutoring. (0.5-2 Credit Hours)
The peer tutoring course is for medical students who desire to tutor students in their first-year basic science courses. As a peer tutor, students will work with first-year students individually or in a small group setting to improve their academic performance through development of effective study strategies and/or reinforcement of basic science course material.

Doctor of Osteopathic Medicine (DO)

DO 1102. Fund of Patient Safety & Clinical Qual I. (0.5 Credit Hours)
This online course is designed to provide medical students with an understanding of the circumstances related to patient safety within the health care setting. Topics covered include the basic vocabulary and concepts related to patient safety, the effect of systems on patient care, strategies for organizational change and team-building to achieve health care safety and quality, the impact of culture and teamwork on clinical outcomes, the root causes of clinical errors and how to learn from them, the basic vocabulary and concepts of clinical quality and risk, and models for assessing the improving quality.

DO 1103A. Professional Certifications I A. (0.5 Credit Hours)
The Professional Certifications IA course includes three required components for first-year DO students to accomplish. All students are required to achieve certification in Basic Life Support and Bloodborne Pathogens Training during the first academic year, and this training is a part of Professional Certifications I. The American Red Cross Disaster Health and Sheltering Course is an introduction to disaster response, assessment and collaboration that introduces students to the many facets of disaster response and mitigation.
DO 1103B. Professional Certifications I B. (0.5 Credit Hours)
This course encompasses personal development by giving students training in crafting a professional curriculum vitae. All university-wide interprofessional and professional integrity activities designed to give students authentic work-related experiences are included in this course as well. Lastly, students will maintain their Basic Life Support skills.

DO 1120A. Med Informatics & Translational Learning. (1 Credit Hour)
This course is part one of a two-term curriculum focused on the student's professional development in evidence-based medicine. Students will gain and practice basic skills using current technologies and information services to locate the health sciences literature, critically appraise the evidence for its validity and applicability, and evaluate the statistical significance of the research.

DO 1120B. Med Informatics & Translational Learning. (1 Credit Hour)
This course is part one of a two-term curriculum focused on the student's professional development in evidence-based medicine. Students will gain and practice basic skills using current technologies and information services to locate the health sciences literature, critically appraise the evidence for its validity and applicability, and evaluate the statistical significance of the research.

DO 1129A. Foundations of Physicianship IA. (2 Credit Hours)
This course is designed to introduce the student to the psychological, social, behavioral and cultural basis of clinical medicine. The focus will be on common patient problems and the circumstances that evoke important behavioral/emotional responses and that require the sensitive application of knowledge and skill for effective patient care. The course will serve as an introduction to managing these problems, and assist the student in more effectively and respectfully communicating with patients and peers. The course also creates opportunities for students to explore and grow into their identities as professional healers via conversation, reflection, and activities designed to stimulate critical thinking about what it is to choose the life of a physician. It is designed to facilitate the development of student knowledge, skills, attitudes and professional maturity necessary for excellence in the care of patients as well as the care of one's own professional well-being.

DO 1129B. Foundations of Physicianship IB. (1 Credit Hour)
This course is part two of a year-long curriculum focusing on the development of a student's identity as a physician. Part two specifically emphasizes the role of sociocultural factors in medicine, taking a broad view of what it means to be culturally-competent. In this course we will focus on the development of 1) knowledge of health disparities and how culture shapes experience, 2) awareness of one's cultural assumptions and biases, and 3) skills in transferring this knowledge and awareness to patient care. The course is divided into three formats consistent with these aims. In large-group lecture you will be exposed to core concepts of intersectionality, explanatory models of illness, and health disparities. Through small-group sessions you will become aware of how culture shapes individual behavior and thinking. Finally, in laboratory sessions you will begin to transfer your knowledge and awareness to patient care through interactive meetings with community members. The course is designed to meet the requirements of the National Board of Osteopathic Medical Examiners (NBOME) competencies in Professionalism by helping you recognize personal biases, consider the impact of social inequalities on healthcare, and incorporate cultural humility into patient care.

DO 2021. Dying in America: Palliative and End-Of-. (1 Credit Hour)
This elective course is based upon the Education for Physicians on End-of-Life Care (EPEC) Curriculum. An emphasis is placed on selected components of the EPEC curriculum and the arts and the humanities are incorporated into the elective to foster a more comprehensive understanding of the psycho-social-spiritual of death and dying. This elective seeks to provide students with skills and tools to assist them in ameliorating, but not eliminating the fear, negative images, and avoidance responses to death that are common among health care professionals who have traditionally viewed death as failure. This elective also seeks to provide students with skills and tools to assist them in providing competent and compassionate End-of-Life Care and to assist them in the development of resilience so necessary for health care professionals who care for those with serious life limiting conditions and terminal illnesses.

DO 2036A. Rural Medicine Educational Pathway. (1 Credit Hour)
This elective course, offered in the fall, is designed to promote and foster inter-professional student interest in rural medicine. Various topics may include cultural and other social determinants of health, farm-related trauma and illness, economic issues affecting rural practice and hospital viability, and interprofessional care of the complex geriatric patient. Learning modalities may include site visits, SIM lab, farm equipment labs, and more traditional self-study and regular lecture. The course meets on two full Saturdays during the semester (refer to syllabus for details). Participation in the fall semester does not require enrollment in the spring class, and items covered in this course will not have been covered in the three previous semesters. Apply through college faculty.

DO 2036B. Rural Medicine Educational Pathway. (1 Credit Hour)
This elective course, offered in the spring, is designed to promote and foster inter-professional student interest in rural medicine. Various topics may include cultural and other social determinants of health, farm-related trauma and illness, economic issues affecting rural practice and hospital viability, interprofessional care of the complex geriatric patient. Learning modalities may include site visits, SIM lab, farm equipment labs, and more traditional self-study and regular lecture. The course meets on two full Saturdays during the term (refer to syllabus for details). Participation in the spring term does not require previous enrollment in the fall course, and items covered in the spring will not have been covered the previous term. Apply through college faculty.

DO 2044. The Healer's Art. (1 Credit Hour)
The Healer's Art elective addresses the growing loss of meaning and commitment experienced by physicians in today's stressful health care system. Prospective physicians arrive in medical school with high ideals and altruism, but many of them report that during residency and later practice their high principles seem to atrophy and fall away. The rate of physician dropout is climbing, owing to many external and internal pressures that wear away at the ideals and goals of many. The Healer's Art is a process-based course that enables students and faculty to come together as a sharing community that helps both develop the ability to find meaning in their chosen career, throughout their lives.

DO 2063A. Military Elective I. (0.5 Credit Hours)
This elective, offered in the spring of Year I, facilitates military professional development during medical school education. In addition to standard medical education, this elective can help prepare Medical Corps Officers for their military service. Our COM is already known in the military community to produce excellent physicians. Unfortunately, a stigma exists, with partial truth, that the typical military physician does not come prepared with adequate leadership skills and working military knowledge. With the help of this elective, military students will leave DMU with the ability to heal and lead America's service members.
DO 2063B. Military Elective II. (0.5 Credit Hours)
Students completing this elective will be better prepared to enter active duty military service upon graduation from osteopathic medical school. In addition, completion of this elective will bring added value to these students’ DMU educational experience in preparing them for their roles as physicians and officers in the United States military.

Prerequisite: INST 2063A

DO 2063C. Military Elective III. (0.5 Credit Hours)
This course brings added value to medical students’ DMU educational experience by preparing them for their roles as physicians and officers in the United States military. The course is open to rotating third-year students who have completed 2063A and 2063B, and is presented on-line as an independent study course. Credit for this elective requires successful completion of a capstone project to be submitted electronically.

DO 2063D. Military Elective IV. (0.5 Credit Hours)
This elective is the fourth (and final) in the military elective series. It will enroll 4th year DO students that have completed Military Electives I - III during the first three years. The goal of the elective is to better prepare DMU graduates for service to their country as officers and physicians. Successful completion of this elective will entail adequate performance on an independent study capstone project submitted electronically. The capstone project will consist of a battlefield analysis of an historic US battle with respect to a medically related topic. e.g. first use of ambulances during the Civil War.

DO 2082. Sci Knowledge Integrated Into Pt Present. (1 Credit Hour)
This elective course uses a collaborative educational approach that foregrounds clinical reasoning with integrated basic science course content review. It is expected that students participating in the course will develop a deeper understanding of the basic sciences course work, especially as these courses relate to each other, by working through patient presentations, and will promote greater retention of what they’ve learned. Students will be expected to develop an understanding of the relationship of content and the role and purpose of clinical elements in practice through engaging in the course.

DO 2083. Ultrasound. (1 Credit Hour)
This course elective offered as a 1 credit hour course. The highlight is focusing on SKIPP cases/presentations, focusing on performing and reading ultrasounds on pathology and disease cases rather than practicing ultrasound on normal healthy individuals.

DO 2100. Mentored Research Experience. (1 Credit Hour)
This elective course is designed to introduce students to conducting research in lab and clinical settings. Students must have a faculty mentor agree to supervise them prior to enrolling in the course. The specific goals for the research project will be determined along with the faculty mentor.

DO 2102. Funds of Pt Safety & Clin Qual II. (0.5 Credit Hours)
This online course is designed to provide medical students with a practical application of patient safety concepts and principles within the health care setting. Topics covered include how to communicate with patients and families, the relationship between infection control and patient safety, how adverse events associated with surgical and invasive procedures occur, and how to utilize safe practices within the workplace.

DO 2103A. Professional Certifications II A. (0.5 Credit Hours)
The Professional Certifications IIA course encompasses BLS certification and Bloodborne Pathogens Training as well as an American Red Cross module that allows students to scaffold onto what they learned in the Professional Certifications I course. Students will also participate in an interprofessional education activity (either in the fall or spring) and are required to complete the online Collaborative Institutional Training Initiative courses that will nurture their understanding of the responsible conduct of research and principles of human-subjects research. Additionally, students will attend a DMU Research Symposium presentation aimed at exploring recent advances in medical and practice-based improvement research. Lastly, students will engage in board readiness activities designed to enhance their preparedness for COMLEX Level 1 at the end of the second academic year. All these activities are designed to ensure student compliance with certifications that demonstrate lifelong learning and increase student awareness of subjects that will enhance care for their future patients.

DO 2103B. Professional Certification II B. (1 Credit Hour)
The Professional Certifications IIB course encompasses recertification in Basic Life Support and Bloodborne Pathogens Training and Advanced Cardiac Life Support certification, the next stage in emergency health training. Training in patient privacy regulations before clinical rotations is also included in this certifications course - HIPAA: Health Insurance Portability and Accountability Act of 1996. All these activities are designed to ensure student compliance with certifications that demonstrate lifelong learning and increase student awareness of subject areas that will enhance care for their future patients. Lastly, all students will be required to attend targeted board review subjects culminating in a mandatory diagnostic exam, and an in-person, timed-COMSAE examination.

DO 2120. Evidence-Based Medicine. (1 Credit Hour)
This course is part one of a two-semester curriculum focused on the student’s professional development in evidence-based medicine. Students will gain and practice basic skills using current technologies and information services to locate the health sciences literature, critically appraise the evidence for its validity and applicability, and evaluate the statistical and clinical significance of the research. The material covered will address the concepts tested on the national board examinations.

DO 3144A. Clinical Rotations Year III A. (20 Credit Hours)
Third year clinical rotations are the core rotations. These core rotations set the foundation for the clinical learning and preparation for fourth-year rotations and post-graduate training. During the third year, students will be a part of a yearlong site or in the non-yearlong track. The yearlong sites are currently located in six states (including Iowa) where students will spend their entire third year doing their core rotations. Third-year core rotations include Family Medicine (8 weeks), General Internal Medicine (4 weeks), OB/GYN (4 weeks), General Pediatrics (4 weeks), Psychiatry (4 weeks) and General Surgery (4 weeks), Medicine/surgical subspecialty selective (4 weeks) and General Selective (4 weeks). The 4-week Emergency Medicine requirement can be met in the third year.
DO 3144B. Clinical Rotations Year III B. (20 Credit Hours)
Third year clinical rotations are the core rotations. These core rotations set the foundation for the clinical learning and preparation for fourth-year rotations and post-graduate training. During the third year, students will be a part of a yearlong site or in the non-year long track. The yearlong sites are currently located in six states (including Iowa) where students will spend their entire third year doing their core rotations. Third-year core rotations include Family Medicine (8 weeks), General Internal Medicine (4 weeks), OB/GYN (4 weeks), General Pediatrics (4 weeks), Psychiatry (4 weeks) and General Surgery (4 weeks), Medicine/surgical subspecialty selective (4 weeks) and General Selective (4 weeks). The 4-week Emergency Medicine requirement can be met in the third year.

DO 3151. Introduction to Health Systems & Policy. (1 Credit Hour)
This online course is designed to provide medical students with an overview of the U.S. health care system, to include content related to: reimbursement for health services, the organization of the health care delivery system, access to health services, public health issues, managed care and quality, the impact and importance of evidence-based medicine, the professionals that support physicians in practice, supply and demand issues related to physicians, specialty (physician) distribution, population-based medicine, community health assessment and the physician's role and more. Formal and informal, financial and political relationships between and among system sectors will be considered. Regional patterns of care, trends, problems and potential solutions will be discussed/included.

DO 4144A. Clinical Rotations Year IV A. (8 Credit Hours)
Fourth year requirements include Inpatient Medicine and a choice of either Rural Medicine, International Medicine or Community Medicine. If Emergency Medicine was not taken in third year, it is required in fourth year. A student will have up to 28 weeks of elective time for auditions or rotations of their choice. Students may do up to 8 weeks of research in their fourth year.

DO 4144B. Clinical Rotations Year IV B. (16 Credit Hours)
Fourth year requirements include Inpatient Medicine and a choice of either Rural Medicine, International Medicine or Community Medicine. If Emergency Medicine was not taken in third year, it is required in fourth year. A student will have up to 28 weeks of elective time for auditions or rotations of their choice. Students may do up to 8 weeks of research in their fourth year.

DO 4144C. Clinical Rotations Year IV C. (16 Credit Hours)
Fourth year requirements include In-patient Medicine and a choice of either Rural Medicine, International Medicine or Community Medicine. If Emergency Medicine was not taken in third year, it is required in fourth year. A student will have up to 28 weeks of elective time for auditions or rotations of their choice. Students may do up to 8 weeks of research in their fourth year.

DO 4160. Clinical Comprehensive Assessm. (1 Credit Hour)
Students return to campus at the start of the 4th year to assess their current clinical knowledge and skills in order to identify gaps and remediate any deficiencies. The week consists of a computer-based, standardized board-like exam, standardized patient encounters, a simulated patient encounter, an osteopathic manual medicine patient encounter, an osteopathic manual medicine written exam, and a review of the Electronic Resident Application Service (ERAS) and the residency match process.

DO 4161. NAMI Provider Educator Program. (0.5 Credit Hours)
The National Alliance on Mental Illness (NAMI) Provider Education Program is a 15-hour program designed to increase student understanding of the experience of being diagnosed with a mental illness and treated for it, and the experiences of family members of individuals with a mental illness. The program combines didactic information, small group activities, and time for reflection to allow students to increase their understanding and comfort in treating individuals with mental illness.

DPT 41620. CA Health Promotion. (1.5 Credit Hours)
This course utilizes clinical case scenarios to develop psychomotor and clinical decision making skills. Case topics focus on screening tools and program planning for prevention and health promotion needs of the client. Learners will complete a client/patient interview to determine a course of action. In addition, the manual therapy examination and intervention techniques of palpation and soft tissue mobilization are components of the course. This course also includes mandatory professional compliance modules.

DPT 41621. CA Musculoskeletal Lower Quad. (2 Credit Hours)
The case scenarios used in this course concentrate on lower quadrant musculoskeletal disorders across a diverse patient population. The foundational skills needed for practice including basic examination procedures, determination of a diagnosis and prognosis, and development of a plan of care are addressed. Transfer training and the safe use of assistive gait devices are also included within the course content. Thermal biophysical agents are also a component. The learner will be assigned lab time within a clinical setting to participate in patient care.

DPT 41640. Research & Design Statistics. (2 Credit Hours)
The need to make clinical decisions based on the application of evidence requires an understanding of the fundamentals of research methods and analysis. The course is the first in a series of two geared to providing a framework for the integration of evidence into clinical practice. Focus within this course is on basics of research design and implementation. The latter portion of this course focuses on statistical methods and their application in the health care literature.

DPT 41641. Epidemiology and Evidence Based Practice. (1 Credit Hour)
This course focuses on the basic concept of epidemiology and biostatistics to assist in making evidence based health care decisions. An understanding of data summaries, population descriptions, risk classification, predictive statistics and outcomes is critical. The application of research fundamentals into clinical practice is the center of this course. Using the framework of the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) model the participant will actively engage in the evaluation of available information to determine the course of care.

DPT 41650. FS Anatomy. (9 Credit Hours)
This course provides an in-depth study of the human body. One of the unique privileges in the anatomy course will be to dissect a human body. Special emphasis is placed on developmental anatomy and normal radiographic anatomy. Learners will be expected to understand gross anatomy, neuroanatomy, select embryology, and radiographic anatomy of the human body. This course will also include clinical correlation labs which coincide with the area of the body being studied.
DPT 1651. FS Health Promotion. (4.5 Credit Hours)
This Foundational Sciences course addresses the underlying physiological issues related to health and well-being. The physiology of the musculoskeletal, cardiac, respiratory and immune systems is covered. The physiological responses to exercise for health are addressed.

DPT 1652. FS Musculoskeletal Lower Quad. (4.5 Credit Hours)
This course is an introduction to general biomechanics, tissue mechanics, and biomechanics of the lower quadrant. This includes the lumbar spine, pelvic/sacrum, and the lower extremity. Gait and locomotion are primary topics. Pain pathways and mechanisms are presented. Motor behavior with an emphasis in motor learning is introduced.

DPT 1660. PM Health Promotion. (2 Credit Hours)
Implementation of the patient management model as outlined in the Guide to Physical Therapist Practice begins with this course. This course concentrates on the provision of services that promote the health and quality of life within diverse patient populations. Exercise testing and prescription are covered. An interprofessional experience related to nutrition and nutritional health is also included.

DPT 1661. PM Musculoskeletal Lower Quad. (8 Credit Hours)
This course focuses on the management and care of patients with impairments in body function and structure, activity limitations or participation restrictions related to the lower quadrant. Principles of differential diagnosis are introduced. Learners are expected to make clinical decisions regarding patient intervention based on the evaluation of gathered data. Safe and efficient applications of examination and intervention procedures are taught. This course also presents information related to the medical and surgical management of patients with lower quadrant dysfunction.

DPT 1680. Health Promotion Practicum. (2 Credit Hours)
This two-week practicum is designed to provide learners with opportunities to participate in prevention, health promotion, fitness, and wellness programs for individuals, groups, and communities. Learners complete practicum experiences in a variety of settings including school systems, community and corporate wellness centers, hospital and clinic-based specialty services, or non-profit organizations.

DPT 1690. Professional Issues & Development 1. (3 Credit Hours)
This course introduces learners to a wide variety of topics related to the physical therapy profession. An emphasis is placed on professional behaviors, student development, and interprofessional practice concepts. The Diversity Health Series is introduced, along with lifespan issues related to health and wellness and the practice of physical therapy.

DPT 1691. Professional Issues & Development 2. (1 Credit Hour)
This course addresses theoretical and practical applications of teaching and learning, patient/client education, and health literacy. Documentation and clinical education models are key components of this course. This course also includes mandatory professional compliance modules.

DPT 2038. Research in Physical Therapy. (1-2 Credit Hours)
This elective course is designed to introduce students to conducting research in Physical Therapy. Students must have a faculty mentor agree to supervise them prior to enrolling in the course. Students who choose a research elective are generally expected to take a total of four research electives with their faculty mentor over their course of study in the Doctor of Physical Therapy program.

DPT 2042. Book Club on Disability Awareness. (1 Credit Hour)
During this on-line elective course, students will read and discuss an autobiography of an individual with a disability. Group discussion of the book will enhance understanding and perception of how individuals with disability recover and return to life tasks. Students will consider how their professional roles may impact their relationship with patients and caregivers.

DPT 2058. Stroke Camp. (2 Credit Hours)
This elective course will allow third year DPT students to provide intensive physical therapy to a small group of community dwelling individuals post-stroke. The students will complete pre- and post-camp testing using a variety of standardized measures, develop a plan of care and administer physical therapy intervention. The small group setting will allow prompt feedback from supervising therapists to students regarding their skill set. The week-long camp will be held on the DMU campus during the break between Clinical Internship II and Year 3 fall term.

DPT 2066. Foundational Manual Skill: Peer Teaching. (1 Credit Hour)
This elective course is a platform by which the participant will continue to develop competence in performing fundamental manual skills related to the practice of physical therapy. The course uses a learn-teach-learn model of instruction. The student will be asked to learn a skill, then teach that skill to others, and then critically analyze their performance in order to improve. The students will be asked to assist in teaching muscle performance and joint motion measurement, abdominal exam, head and neck exam, and sensory testing. Each student will be assigned a small group of first year PT students (4 - 8) as a teaching / learning team.

DPT 2079. Yoga as Medicine. (1 Credit Hour)
The elective course explores the concept of integrative medicine by using yoga as a healing art. The biopsychosocial model of patient care will be incorporated in studying yoga's neurophysiology and biomechanics and its Eastern traditions of meditation, asana, and pranayama. Experienced knowledge is key in the understanding and practice of yoga; therefore, participants will be required to practice asana (physical postures), meditation, and pranayama (yogic breathing) throughout the course. No experience in yoga is necessary.

DPT 2622A. CA Musculoskeletal Upper Quad 1. (1 Credit Hour)
The case scenarios used in this course focus on the evaluation and interventions associated with head, cervical and thoracic spine dysfunction. Cases are included to continue the development of examination skills. The determination of a diagnosis, prognosis and plan of care for diverse client / patient problems is integrated. The application of electrotherapeutic modalities is included. Learners will be required to participate in a DMU sponsored community screening or clinical observations.

DPT 2622B. CA-Musculoskeletal Upper Quad 2. (0.5 Credit Hours)
This course will focus on the evaluation and interventions associated with upper extremity dysfunction. The course includes cases that continue to develop examination and intervention skills. The determination of a diagnosis, prognosis and plan of care for a variety of diverse client / patient problems are done via case presentations.

DPT 2623. CA Neuromuscular Systems. (2.5 Credit Hours)
This course concentrates on the acquisition of clinical decision making and psychomotor skills related to direct patient care. Cases include clients/patients with movement system issues related to neuromuscular or cardiovascular / pulmonary disorders. Cultural diversity, developmental considerations, and effects of aging are considered. Various patient and clinical labs will be conducted both on and off the DMU campus.
DPT 2630. Clinical Education Experience 1. (10 Credit Hours)
This ten-week supervised clinical experience is designed to provide learners with the first full-time opportunity to utilize skills and clinical reasoning in the management of patients with musculoskeletal disorders. Learners will integrate five elements of patient management: examination, evaluation, diagnosis, prognosis, and intervention. Patient caseloads during the clinical experience may vary and could range from specialty clinics to general hospital outpatient departments. Learners will complete the outpatient clinical education requirement during this experience.

DPT 2653A. FS Musculoskeletal Upper Quad 1. (2.5 Credit Hours)
The biomechanics of the upper quadrant is primary content area. An introduction to normal development in the first year of life is addressed. Changes related to normal aging is a component of the course. The initial portion of an evidence based practice project is accomplished during this course and completed during the next term.

DPT 2653B. FS Musculoskeletal Upper Quad 2. (1 Credit Hour)
The biomechanics and function of the upper extremity are the primary content within this course. It also includes the last part of the evidence based practice project, where the students are expected to organize literature findings and synthesize evidence.

DPT 2654. FS Neuromuscular Systems. (3 Credit Hours)
This course focuses on the neural basis of movement, relating structure to function and describing the integrated control of posture, balance, and gait in both normal and abnormal systems. Special topics that are important to movement control, including sleep, social and cognitive development, and genetics are presented. A significant amount of the course work involves using current research evidence to understand movement control and its application to clinical practice.

DPT 2662A. PM Musculoskeletal Upper Quad 1. (5 Credit Hours)
This course focuses on the management and care of a client/patient with impairments, activity limitations and participation restrictions related to the head, and cervical/thoracic musculoskeletal systems. The learner is expected to make clinical judgments regarding clients/patient’s intervention based on the evaluation of data gathered. Safe and efficient applications of examination and intervention procedures are taught. The course also includes content related to the medical and surgical management of the client/patient with musculoskeletal pathologies within these areas. Occupational medicine concepts are covered.

DPT 2662B. PM Musculoskeletal Upper Quad 2. (3 Credit Hours)
This course’s focus is on the management and care of a client/patient with impairments, activity limitations and participation restrictions related to the upper extremity. The learner is expected to make clinical judgments regarding clients/patients’ intervention based on the evaluation of data gathered. Safe and efficient applications of examination and intervention procedures are taught. The course also includes content related to the medical and surgical management of the client/patient with upper extremity musculoskeletal pathologies.

DPT 2663. PM Cardiopulmonary Systems. (3 Credit Hours)
The management of clients/patients with cardiovascular/pulmonary disorders is the key content of this course. Course work related to the medical and surgical management of the client/patient with cardiovascular/pulmonary pathologies is covered. Evaluation and intervention procedures in acute and critical care environments will also be a focus. Participation in an ICU experience is included. Cultural diversity, developmental considerations, and effects of aging are considered as the material of this course is presented.

DPT 2664. PM Neuromuscular Systems. (7 Credit Hours)
This course progresses the learner through the patient management model of examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for patients with neuromuscular conditions. This includes the care and management of patients across the lifespan, including pediatric and adult populations. Throughout this course, medical management and functional related outcomes are highlighted. Hands-on problem solving are emphasized during the laboratory components. The course utilizes the integration of motor control, motor learning, and motor development during the planning of interventions for movement related disorders.

DPT 2692A. Professional Issues & Development 3. (0.5 Credit Hours)
The professional issues and development series continues with content related to regulatory and reimbursement issues in various physical therapy practice settings. This course also includes mandatory professional compliance modules.

DPT 2692B. Professional Issues & Development 4. (1 Credit Hour)
This course includes content related to professional behaviors and ethical issues associated with client/patient care. Use of support personnel is introduced. The Diversity Health Series continues. This course also includes mandatory professional compliance modules.

DPT 2693. Professional Issues & Development 5. (2.5 Credit Hours)
This course addresses content related to management principles needed for a successful physical therapy practice. Historical and present healthcare environment is explored. Current professional topics that affect delivery of healthcare are introduced and advocacy skills are practiced with participation in lobbying efforts and a mock House of Delegates. Career preparation is included with the development of cover letters and resumes. This course also includes mandatory professional compliance modules.

DPT 3001. Journal Club. (1 Credit Hour)
This elective course is a distance-learning course in which students will participate in synchronous and asynchronous discussions regarding evidence in physical therapy practice. Opportunities to review and appraise historical and emerging evidence pertaining to various practice settings and client populations may be included. The course will provide a venue for the development of communication and organizational skills to lead discussions about evidence with professional peers.

DPT 3002. Hippotherapy & Therapeutic Riding. (1 Credit Hour)
During this elective course, students will be introduced to hippotherapy and therapeutic riding principles. This is a lab-based course in which students will participate as sidewakers and volunteers for an area hippotherapy and therapeutic riding program. Students will participate in and experience the planning and execution of a variety of levels of classes including Motion (for individuals with significant physical and cognitive disabilities), Developmental (for individuals with mild physical or cognitive disabilities), and Sport (where individuals with disability are learning horsemanship skills).

DPT 3610. Civic Engagement. (1 Credit Hour)
The purpose of the civic engagement course is to encourage the development of physical therapists as socially responsible professionals with greater awareness of community resources. The reflective practitioner will internalize an appreciation for the value of service. The experiences associated with this course are varied. Service in three categories is required a) to the Community; b) to the Profession; and c) to the University. The design of an individual learner’s plan should reflect a desire to move beyond their comfort zone. Participation involving underserviced or diverse populations is encouraged.
DPT 3631. Clinical Education Experience 2. (10 Credit Hours)
This ten-week full-time supervised clinical experience is designed to provide learners with experiences in direct patient management. Students will integrate the five elements of patient management: examination, evaluation, diagnosis, prognosis and intervention. Patient caseloads during the clinical internship may vary. Experiences could be in practice settings from hospital acute care, acute rehabilitation centers, outpatient clinics, skilled nursing centers, home health, or specialty clinics (e.g. geriatrics, pediatrics, sports medicine). Learners will complete either the inpatient or elective clinical education requirement during this experience.

DPT 3632. Clinical Education Experience 3. (8 Credit Hours)
This course is the first of two final, full-time eight-week supervised clinical experiences completed in the last term of the third year. It is designed to provide learners with experiences in direct patient management of various patient populations. Learners will have the opportunity to integrate all curricular content and begin to manage a full patient caseload. Opportunities are available in a broad spectrum of clinical settings. Learners will complete either the inpatient or elective clinical education requirement during this experience.

DPT 3633. Clinical Education Experience 4. (8 Credit Hours)
This course is the second of two final, full-time eight-week supervised clinical experiences completed in the last term of the third year. It is designed to provide learners with experiences in direct patient management of various patient populations. Learners will have the opportunity to integrate all curricular content and begin to manage a full patient caseload. Opportunities are available in a broad spectrum of clinical settings. Learners will complete either the inpatient or elective clinical education requirement during this experience.

DPT 3670. Practice Topics. (10 Credit Hours)
Topics within this course include women/men’s health, pain management, and integumentary disorders. Clinical medicine topics cover renal, gastrointestinal, endocrine, and infectious disease. Thrust manipulation is a key focus. Complementary therapies such as yoga, tai chi, pilates, and myofascial release are introduced. Additional therapeutic exercise strategies are also included. Case based learning emphasizes clinical decision making in patient management and efficient use of resources. A culminating activity regarding evidence based practice included.

DPT 3694. Professional Issues & Development 6. (3.5 Credit Hours)
The learner will be exposed to business development and skills needed to expand a physical therapy practice. Management and compliance programs as well as Legal Aspects of Health Care as related to the delivery of physical therapy services are also addressed. During this course the Diversity Health Series is completed and a certificate of completion is awarded. This course also includes mandatory professional compliance modules.

Elective Special Topic (ELECT)

ELECT 2080. Special Topics Elective. (0.5-6 Credit Hours)
Special Topics elective courses that are relevant to current issues within a profession or are related to and expand upon information taught in a required course may be developed by faculty at their discretion and with the approval of the program Curriculum Committee.

Family and Internal Medicine (FIM)

FIM 1107A. Clinical Medicine A. (1.5 Credit Hours)
This course introduces the student to interviewing, history-taking and physical examination skills. Practical laboratory sessions include experiences in obtaining focused histories and performing physical examinations with emphasis on proper use of diagnostic equipment and techniques. For example, the student will learn to perform physical examinations of the head and neck, thorax and lungs, breasts, axillae, and abdomen. The Standardized Performance Assessment Laboratory (SPAL) is utilized to provide opportunities for evaluating clinical skills in a realistic setting with standardized patients.

FIM 1107B. Clinical Medicine B. (2 Credit Hours)
This course introduces the student to interviewing, history-taking and physical examination skills. Practical laboratory sessions include experiences in obtaining focused histories and performing physical examinations with emphasis on proper use of diagnostic equipment and techniques. For example, the student will learn to perform physical examinations of the male and female genitalia, anus, rectum, and prostate, skin, nails, and hair, foot, peripheral vascular system, musculoskeletal system and nervous system. Additionally, the student will be exposed to the physical examination of pediatric, pregnant, and elderly patients. The Standardized Performance Assessment Laboratory (SPAL) is utilized to provide opportunities for evaluating clinical skills in a realistic setting with standardized patients.

FIM 2119. Preventive Medicine/Nutrition. (2 Credit Hours)
Preventive Medicine and Nutrition emphasizes the indispensable role that a combination of skills in clinical prevention and implementation of medical nutritional therapy could play in the successful treatment of patients. Preventive Medicine and Nutrition will offer an essential element to the students’ education by providing them with effective methods that they will be able to utilize as physicians to help prevent or delay the onset of certain diseases within the community.

FIM 2125A. Clinical Reasoning & Sim A. (1.5 Credit Hours)
Clinical Reasoning is a clinical practice oriented course consisting of lectures, high fidelity Simulation (SIM) Laboratory and Objective Structured Clinical Experiences(OSCE), featuring standardized patients. Clinical Reasoning provides the student with an introduction to the essential clinical skills needed in practice. This course emphasizes the history taking and physical examination skills, and integration and application of previously acquired knowledge to elaborate a differential diagnosis. Students will have the opportunity to develop a basic work up, including appropriate laboratory and ancillary testing, and management plan. The second term focuses on refining and cementing the skills built in the first term.

FIM 2125B. Clinical Reasoning & Sim B. (1 Credit Hour)
Clinical Reasoning is a clinical practice oriented course consisting of lectures, high-fidelity Simulation (SIM) Laboratory and Objective Structured Clinical Experiences (OSCE), featuring standardized patients. Clinical Reasoning provides the student with an introduction to the essential clinical skills needed in practice. This course emphasizes the history taking and physical examination skills, and integration and application of previously acquired knowledge to elaborate a differential diagnosis. Students will have the opportunity to develop a basic work up, including appropriate laboratory and ancillary testing, and management plan. This course focuses on refining and cementing the skills learned during the Clinical Reasoning & SIM course.
Global Health (GLHLT)

GLHLT 2020. Beginning Medical Spanish. (1 Credit Hour)
This elective course refreshes basic Spanish vocabulary and introduces Spanish medical vocabulary, comprehension, and sentence structure. Although no prior knowledge of Spanish is required, we recommend that students who enroll have taken at least a beginning Spanish class and are somewhat familiar with the language.

GLHLT 2023. Intermediate Medical Spanish. (1 Credit Hour)
This elective course builds on the Beginning Medical Spanish course by continuing to strengthen students' Spanish medical vocabulary, comprehension and sentence structure. The course culminates with students conducting a patient interview in Spanish. Course discussion will focus on important differences found among Latinx patients in recognition of the fact that they come from a variety of countries, urban/rural communities, and socio-economic backgrounds. Successful completion of the Beginning Medical Spanish course or equivalent is recommended for enrollment in this course.

GLHLT 2081. Global Health Service Trip. (1 Credit Hour)
This course is the academic component for the Global Health service trips. The course is required for all students who have been selected to go on the service trips. Students will complete reflective work before and after the service trip to process and share the experiences they had on the trip along with what they learned from the experience. Global Health service trips expose students to the social determinants of health and how these determinants shape health equity globally. They provide an opportunity for students to learn about health care in another setting.

The goal of the service trips is to foster mutual understanding and to create globally-responsible students.

Master of Science in Biomedical Sciences (MBS)

MBS 1B02. Introduction to Research. (2 Credit Hours)
The course is designed to provide students with standard best practices for laboratory safety in biomedical research and an introduction to research opportunities and mentors in the MSBS program. Students will complete three laboratory rotations, in addition to completing biomedical safety and procedural education. The rotations will result in identification of a thesis mentor that will serve as the student's advisor for the remainder of the program.

MBS 1B03. Responsible Conduct Biomedical Research. (1 Credit Hour)
This course provides an in-depth review of the core RCR topics including authorship, collaborative research, conflicts of interest, human subjects, and research misconduct. Case studies and discussions are used to supplement key concepts. All major sponsoring organizations require certain categories of researchers to receive RCR training. RCR is increasingly viewed as an essential component of training, regardless of the individual's training program.

MBS 1B05. Special Topics in Physiology & Pharm. (1 Credit Hour)
This course will introduce specific topics in physiology with focus on associated disease processes and relevant pharmacological treatments. Students will continue their studies in advanced concepts of physiology, including pathophysiology, as well as basic principles of five specialized areas of pharmacology (autonomic and cardiovascular, respiratory, renal, endocrine, and neuropharmacology). 

Prerequisite: Consent of Instructor

MBS 1B06. Intro to Biostatistics and Data Analysis. (2 Credit Hours)
This is an introductory course that exposes the student to the use of statistical techniques for research data analysis. Topics covered include research design, data acquisition, types of data, univariate and bivariate data summarization techniques, tabular and graphical data presentation, inferential techniques using different theoretical distributions and the use of multivariate statistical techniques.

MBS 1B07. Microbiology and Immunology. (6 Credit Hours)
Basic principles and clinical relevance of immune mechanisms and fundamentals of host-pathogen interactions are presented. In addition, the course offers an introduction to the various subdisciplines of microbiology, with emphasis on facts and principles pertinent to the broad requirements for understanding infectious diseases. Bacterial, mycotic, parasitic and viral pathogens are considered, with major emphasis on clinical presentation and pathogenic mechanisms. Laboratory integration focuses on the common diagnostic modalities pertinent to the various infectious agents. Exercises that link course content to research laboratory applications will be provided throughout the course.

MBS 1B08. Major Organ Physiology. (3.5 Credit Hours)
This course introduces basic principles of medical physiology starting at the cellular level and progressing to the organ systems. Emphasis is placed on regulatory control interactions that are necessary to understand body homeostasis and pathophysiology and conceptualization of disease processes and rationales for therapeutic interventions. Understanding physiology is the foundation for pharmacology, pathology and clinical medicine disciplines. A firm background in anatomy and biochemistry is essential for mastery of physiology.

MBS 1B11. Special Topics Microbiology & Immunology. (1.5 Credit Hours)
An advanced class in microbiology and immunology using a combination of lectures and primary literature to develop a sense of history, depth and emerging concepts in the field. 

Prerequisite: Consent of Instructor

MBS 1B12A. Frontiers in Biomedical Research A. (1.5 Credit Hours)
The Frontiers in Biomedical Research course consists of two parts (A and B). Frontier A is offered in the fall term. The course is designed as a MSBS core course to provide students information on modern biomedical research with an emphasis on research process and techniques. The course format includes lectures, small group discussions, and short oral presentations.

MBS 1B12B. Frontiers in Biomedical Research B. (1 Credit Hour)
Frontiers B is offered in the spring semester. The course is designed as an MSBS core course to provide students information on modern biomedical research with an emphasis on research process and techniques. The course format includes lectures, small group discussions, and short oral presentations. Prerequisite: MBS 1B12A - Required Prerequisite

MBS 1B15. Intro to Research & Compliance. (2.5 Credit Hours)
Introduction to Research and Compliance
MBS 2B04. Presentation of Scientific Information. (1 Credit Hour)
The course is designed to provide students with a basic understanding of the components necessary to prepare and deliver an effective oral scientific presentation. Through didactic instruction, individualized mentoring, and practical experience, students will be provided insight and the tools necessary to improve their presentation skills. This is a required course for students enrolled in the Biomedical Sciences Program in the College of Osteopathic Medicine.

MBS 2B05. Scientific Communications. (1 Credit Hour)
Students will improve oral and written communications skills in biomedical research. They will learn fundamentals of scientific writing and publishing by developing a scientific manuscript based on their research results. The manuscript will be reviewed by faculty and peers, revised by the student, and incorporated into the Journal of Biomedical Student Research, which is disseminated to MSBS students and faculty. In addition, students will present their project to the public as an oral presentation during the University-wide research seminar series.

MBS 2B10. Research. (0.5-10 Credit Hours)
Bench research under the supervision of thesis mentor/advisor and thesis committee. (15.5 credit hours)
Prerequisite: Consent of the Instructor

MBS 2B12. Thesis. (1-5 Credit Hours)
All M.S.B.S. students are required to complete a thesis. The thesis is the culmination of the student’s research as well as their knowledge developed over their entire program. This course provides instruction on thesis development and progress, as well as career guidance opportunities. (9.0 credit hours total required)

Master of Health Care Administration (MHA)

MHA 619. Health Care Human Relations Management. (3 Credit Hours)
This course provides an overview of the nature, organization, and function of human resources in health care organizations. Emphasis is placed on applications to real-world problems, rather than viewing human resources as an isolated function.
Prerequisite: MHA C801

MHA 621. U.S. Health Care & Public Health Syst. (3 Credit Hours)
This course is a comprehensive analysis of the U.S. health care delivery system including the interface with the public health system from a systems approach. Components studied include: Roles of the health care team and practice settings; trends in health care services financing and reimbursement in public and private systems. Formal, informal, financial, and political relationships between and among these components are discussed. Students analyze potential problems and solutions as well as trends in health services delivery, health care policy, and regulation; and, consideration of differences between the U.S. health care and public health systems as compared and contrasted with these systems in other countries. Students participate on interprofessional teams to explore cultural diversity and social determinants of health.

MHA 625. Health Care Financial Management I. (3 Credit Hours)
This course provides a basic understanding of health services financial management with emphasis on the not-for-profit entity. We will begin with elementary accounting concepts and then focus on discounted cash flow analysis, risk, financial statements, capital investments, debt and equity financing, capital budgeting, and health care reimbursement models. The course blends accounting and finance concepts to enhance the health care manager’s decision-making skills using accounting and finance theories, principles, concepts and techniques most important to managers in the health care industry.

MHA 626. Organizational Behavior & Leader Theory. (3 Credit Hours)
This course will provide a broad introduction to the theory, structure and function of organizations, and the behavior of working in people in them. The primary purpose of the course will be to equip students with an understanding of organizational theory and related practical techniques for managing effectively in complex health care environments.

MHA 627. Legal and Ethics I. (2 Credit Hours)
Health law and bioethics are broad, dynamic and interrelated fields. This course will address major legal, ethical, and policy aspects of controversies in clinical health care delivery. Students will gain a working knowledge about how law and ethics can be applied to real-world health care issues.

MHA 628. Legal and Ethics II. (2 Credit Hours)
This course provides an overview of legal and ethical issues facing the health care industry. Students will gain a working knowledge about the influence that laws, policies and ethics have on the regulation, structure, and financing of the American health care system.
Prerequisite: MHA 0627

MHA 629. Organizational Development I. (3 Credit Hours)
This course will incorporate a survey of contemporary organizational theory focusing on concepts relevant to health service organizations and systems with emphasis on organizational environment, goals, strategy, structure and processes. The course provides a comprehensive overview of the key factors affecting an organization and exposes the student to theories that suggest effective organizational responses to such influences and changes.

MHA 630. Health Care Financial Management II. (3 Credit Hours)
This course builds on the foundational learning from Health Care Financial Management I. We will shift our focus to for-profit entities within the health care sector. The course goes into greater depth on discounted cash flow analysis, risk, financial performance evaluation, capital investments, capital budgeting, debt and equity financing. A key objective of this class is to develop the student’s ability to engage in long-term financial forecasting and planning. Students will complete a comprehensive financial forecast as their final project for this field of study.
Prerequisite: MHA 0625

MHA 631. Health Information Management. (3 Credit Hours)
This course prepares students practicing in the health care industry to: effectively identify, use and manage health information technologies. Specific topics include: an introduction to technologies and information systems supporting health care organizations; technology security; regulatory and compliance issues; system acquisition, implementation and support; health information exchange; alignment of technology initiatives; strategic planning; and assessing value in health information technology.
MHA 633. Population Health and Managerial Epid. (2 Credit Hours)
This course is a demonstrated application of the concepts of population health and tools of epidemiology to the health care management decision-making process. It requires the student to effectively integrate the public health and healthcare systems to focus on population health improvement while simultaneously minimizing health inequities in an efficient and affordable manner. The students will demonstrate how the practice of epidemiology is used to support complex managerial functions. Key topics included in this course include the following: introduction to Institute for Healthcare Improvement (IHI) Triple Aim framework, descriptive/analytic epidemiology, health determinants and their impacts, elements of data-driven approach to population health, and the application of managerial epidemiology.

MHA 642. Long-Term Care Internship. (3 Credit Hours)
The course is a field experience in which the student rotates throughout the nursing facility's (NF's) departments and functional areas to develop an intuitive feel for organizational life inside a nursing facility. This course serves as an alternative to MHA 749 Field Based Learning. The hours spent in this internship must adhere to the practicum requirements set forth in the Iowa Administrative Code regarding nursing home administration practicums. Students outside the state of Iowa are expected to learn the requirements for licensure within their state and provide a copy for the course faculty to review. The LTC Internship is meant to provide the student with hands-on experience in a long-term care setting that is appropriate for the student's growth and learning. This internship must be at least 400 hours and be guided under the direction of a qualified licensed nursing home administrator. The student must propose the internship experience to the preceptor and course faculty for review and approval. Once approval is provided, the course faculty will request that the student be registered for the course. Students successfully completing the long-term care internship (along with the balance of their M.H.A. degree) should meet the state of Iowa practicum requirements to sit for the examination for licensure as a nursing home administrator. IMPORTANT NOTE: Long-term care licensure in Iowa is regulated by the state. It is the sole responsibility of the student to assure and verify he/she has met the legal requirements for certification. Program faculty will assist with the requirements through the offering of the internship course (i.e., monitoring approved hours, verification of preceptor qualifications, providing an opportunity to reflect on the overall experience, etc.), but final responsibility for meeting all state, national or other licensure requirements rests with the student.

MHA 644. Health Care Economics and Policy. (3 Credit Hours)
An introduction to the theoretical foundations of health care economics and its application to the health care industry and payment systems and to the field of health policy both at the national and state level. The course presents health care economics as a main source of rapid changes in health care markets, and includes studies of provider behavior, insurance, expenditures, market structure, competition, costs, utilization, and access on the economics side, and cost-and case-based reimbursement and capitation on the reimbursement side. This course will also provide students with an understanding of the process of health policy analysis and its implementation.

MHA 646. Strategic Marketing and Communications. (3 Credit Hours)
This course is designed to build innovative, customer-centered thinking within the future leaders of the health care industry. This is accomplished with an introduction to the role of strategic decision-making through the core principles of marketing (the four P’s). Students will also experience basic database management, the conduct of an internal and external environmental analysis, primary and secondary data gathering and interpretation and creation of a marketing plan to meet an unsatisfied market need or build volume for a health care product or service. Finally, the role of corporate communication will be interwoven throughout the course as it supports marketing success.

MHA 648. Organizational Development II. (2 Credit Hours)
This course is about operations management and the strategic implementation of programs, techniques and tools for reducing cost and improving quality in health organizations. It covers the basics of operations management and explains how operation and process improvement relates to healthcare trends. In addition, this course introduces the theories and tools related to organizational and process improvement.

MHA 650. Basic Statistics. (3 Credit Hours)
This course provides students foundational skills needed to analyze quantitative and qualitative data using statistical techniques. The course emphasizes the use of computer-based analysis techniques while addressing the needs for public health informatics. Topics covered include data acquisition, types of data, univariate and bivariate data summarization techniques, tabular and graphical data presentation, the use of inferential statistical techniques and multivariate statistical techniques. After completing this course students will be able to apply statistical techniques for data analysis and interpret the results of the analysis in order to make decisions about public health programs and policy.

MHA 742. Strategy Formulation and Implementation. (2 Credit Hours)
This course examines the theory and practice of organizational strategy development and implementation. The student will be exposed to the history of modern strategy theory, analytical frameworks and decision methodologies. Finally, implementation issues will be addressed. This course makes extensive use of business case methodology, with a focus on how strategies are actually developed and implemented.

MHA 748. Organizational Development III. (1 Credit Hour)
This course will provide hands-on learning opportunities for students to discover and practice quality improvement theories and tools through practical application. Lessons will incorporate a series of the M.H.A. curriculum including personal experiences, discovering how to improve organizational systems and processes. At the outcome of the class, the student will be able to apply basic quality and continuous improvement tools in a work or personal setting.

Prerequisites: MHA C802, MHA C742, MHA O648
Co-requisite: MHA C803
MHA 749. Field Based Learning. (3 Credit Hours)
This course serves a culminating experience in which students are expected to apply knowledge gained from their graduate experience. The course is designed to provide a field-based experience in which students demonstrate mastery of the programs curriculum and allow an opportunity for closure and connection between courses. The purpose of this field-based experience is to facilitate the integration and synthesis of program content through critical thinking; it is also a turning point for the student from education to professional practice. Note: Students beginning their degree prior to fall 2012: 36.0 credit hours of core M.H.A. courses; it is recommended MHA 749 be the last course the student completes. Students beginning their degree fall 2012 or later: completion of all M.H.A. courses; MHA 803 and 748 are suggested co requisites. MHA 749 must be the final course.
Prerequisite: TAKE MHA*748, MHA*803

MHA 801. Professional Development Seminar I. (2 Credit Hours)
The MHA Professional Development Seminars are designed to help students build interpersonal skills, assemble key knowledge and bridge theory with practice in an intense learning community environment. Drawing on the benefits of a cohort-based curriculum, while providing the flexibility of an on-line degree needed by working professionals, the Professional Development Seminars let students demonstrate their learning with faculty, support the growth and understanding of peers, and integrate the NCHL competencies into their scholarly and practical work. Select topics that will be addressed include: Personal leadership, understanding differences in others, evidence-based scholarship, graduate writing, and competency-based education. Students will review their portfolio with their academic advisor and discuss their leadership develop plans for the first phase of their academic program.
Prerequisite: MHA C619

MHA 802. Professional Development Seminar II. (1 Credit Hour)
The MHA Professional Development Seminars are designed to help students build interpersonal skills, assemble key knowledge, and bridge theory with practice in an intense learning community environment. Drawing on the benefits of a cohort-based curriculum, while providing the flexibility of an online degree needed by working professionals, the on-campus experience lets learners demonstrate their learning with faculty, support the growth and understanding of peers, and integrate the NCHL competencies into their scholarly and practical work.
Prerequisites: MHA C801, MHA C619
Co-requisite: MHA C742

MHA 803. Professional Development Seminar III. (1 Credit Hour)
The M.H.A. Professional Development Seminars are designed to help students build interpersonal skills, assemble key knowledge and bridge theory with practice in an intense learning community environment. Drawing on the benefits of a cohort based curriculum, while providing the flexibility of an online degree needed by working professionals, the residency experience lets learners demonstrate their learning with faculty, support the growth and understanding of peers, and integrate the NCHL competencies into their scholarly and practical work. This seminar begins during the on-campus experience and continues online through the end of the term. The student is responsible for purchasing required textbooks.
Prerequisites: MHA C802, MHA C742
Co-requisite: MHA C748

Master of Public Health (MPH)

MPH 0620. Intro to Graduate School & MPH Program. (1 Credit Hour)
This course, required for graduate students seeking a Master in Public Health degree, provides a foundation for critical analysis of current public health issues. It facilitates discussion of contemporary issues and challenges of public health policy and practice. Key topics include history and core functions of public health; balancing individual and societal rights; public health ethics; social determinants of health; health disparities; cultural competence; socio-ecological approaches to promote health; public health concerns in urban communities; and current public health practice.

MPH 621. U.S. Health Care & Public Health Syst. (3 Credit Hours)
This course is a comprehensive analysis of the U.S. health care delivery system including the interface with the public health system from a systems approach. Components studied include: Roles of the health care team and practice settings; trends in health care services financing and reimbursement in public and private systems. Formal, informal, financial, and political relationships between and among these components are discussed. Students analyze potential problems and solutions as well as trends in health services delivery, health care policy, and regulation; and, consideration of differences between the U.S. health care and public health systems as compared and contrasted with these systems in other countries. Students participate on interprofessional teams to explore cultural diversity and social determinants of health.

MPH 625. Health Care Financial Management I. (3 Credit Hours)
This course provides a basic understanding of health services financial management with emphasis on the not-for-profit entity. We will begin with elementary accounting concepts and then focus on discounted cash flow analysis, risk, financial statements, capital investments, debt and equity financing, capital budgeting and health care reimbursement models. The course blends accounting and finance concepts to enhance the health care manager’s decision-making skills using accounting and finance theories, principles, concepts and techniques most important to managers in the health care industry.
Prerequisites: MPH 0620, MPH 0621

MPH 626. Org Behavior & Leadership Theory. (3 Credit Hours)
This course will provide a broad introduction to the theory, structure, and function of organizations, and the behavior of working in people in them. The primary purpose of the course will be to equip students with an understanding of organizational theory and related practical techniques for managing effectively in complex health care environments.

MPH 627. Legal and Ethics I. (2 Credit Hours)
Health law and bioethics are broad, dynamic and interrelated fields. This course will address major legal, ethical, and policy aspects of controversies in clinical health care delivery. Students will gain a working knowledge about how law and ethics can be applied to real-world health care issues.

MPH 628. Legal and Ethics II. (2 Credit Hours)
This course provides an overview of legal and ethical issues facing the health care industry. Students will gain a working knowledge about the influence that laws, policies and ethics have on the regulation, structure and financing of the American health care system.
Prerequisite: MPH 0627
**MPH 629. Organizational Development I. (3 Credit Hours)**

This course will incorporate a survey of contemporary organizational theory focusing on concepts relevant to health service organizations and systems with emphasis on organizational environment, goals, strategy, structure and processes. The course provides a comprehensive overview of the key factors affecting an organization and exposes the student to theories that suggest effective organizational responses to such influences and changes.

**MPH 630. Health Care Financial Management II. (3 Credit Hours)**

This course builds on the foundational learning from Health Care Financial Management I. We will shift our focus to for-profit entities within the health care sector. The course goes into greater depth on discounted cash flow analysis, risk, financial performance evaluation, capital investments, capital budgeting, debt and equity financing. A key objective of this class is to develop the student’s ability to engage in long-term financial forecasting and planning. Students will complete a comprehensive financial forecast as their final project for this field of study.

*Prerequisite: MPH O625

**MPH 631. Health Information Management. (3 Credit Hours)**

This course prepares students practicing in the health care industry to effectively identify, use and manage health information technologies. Specific topics include an introduction to technologies and information systems supporting health care organizations; technology security; regulatory and compliance issues; system acquisition, implementation and support; health information exchange; alignment of technology initiatives; strategic planning; and assessing value in health information technology.

**MPH 633. Population Health and Managerial Epidem. (2 Credit Hours)**

This course is a demonstrated application of the concepts of population health and tools of epidemiology to the health care management decision-making process. It requires the student to effectively integrate the public health and healthcare systems to focus on population health improvement while simultaneously minimizing health inequities in an efficient and affordable manner. The students will demonstrate how the practice of epidemiology is used to support complex managerial functions. Key topics included in this course include the following: introduction to Institute for Healthcare Improvement (IHI) Triple Aim framework, descriptive/analytic epidemiology, health determinants and their impacts, elements of data-driven approach to population health, and the application of managerial epidemiology.

**MPH 644. Health Care Economics and Policy. (3 Credit Hours)**

An introduction to the theoretical foundations of health care economics and its application to the health care industry and payment systems and to the field of health policy both at the national and state level. The course presents health care economics as a main source of rapid changes in health care markets, and includes studies of provider behavior; insurance, expenditures, market structure, competition, costs, utilization, and access on the economics side, and cost and case-based reimbursement and capitation on the reimbursement side. This course will also provide students with an understanding of the process of health policy analysis and its implementation.

**MPH 645. Community Health Program Planning & Eval. (3 Credit Hours)**

This course will provide an overview of community assessment, coalition development, data collection tools, and health improvement planning. Principles of formal program evaluation will include the nature of evaluation, the role of evaluation in the program life cycle, the relationship of statistical processes to specific evaluation designs, sampling, survey development, data collection and analysis and interpretation of research findings.

**MPH 646. Strategic Marketing and Communications. (3 Credit Hours)**

This course is designed to build innovative, customer-centered thinking within the future leaders of the health care industry. This is accomplished with an introduction to the role of strategic decision-making through the core principles of marketing (the four P’s). Students will also experience basic database management, the conduct of an internal and external environmental analysis, primary and secondary data gathering and interpretation and creation of a marketing plan to meet an unsatisfied market need or build volume for a health care product or service. Finally, the role of corporate communication will be interwoven throughout the course as it supports marketing success.

**MPH 650. Basic Statistics. (3 Credit Hours)**

This course provides students foundational skills needed to analyze quantitative and qualitative data using statistical techniques. The course emphasizes the use of computer-based analysis techniques while addressing the needs for public health informatics. Topics covered include data acquisition, types of data, univariate and bivariate data summarization techniques, tabular and graphical data presentation, the use of inferential statistical techniques and multivariate statistical techniques. After completing this course students will be able to apply statistical techniques for data analysis and interpret the results of the analysis in order to make decisions about public health programs and policy.

**MPH 651. Environmental and Occupational Health. (3 Credit Hours)**

This course is an introduction to environmental and occupational health. Current and historical environmental and occupational events and policies will be explored as we consider how they have shaped public health practice today. Students will engage in discussion and analysis of environmental and workplace hazards as they consider how these influence individual and population health. Students will come to understand that where people live and work and what they eat has a profound influence on overall health and safety.

*Prerequisite: MPH O621

**MPH 652. Public Health Law, Ethics, and Policy. (3 Credit Hours)**

An overview of various legal and ethical challenges facing individuals and organizations, this course utilizes a variety of modalities to apply ethical principles and legal concepts to public health practice. Current events, healthcare reform, and public health practices will be addressed to enhance the ability to assess public health practices, respond to challenges and be able to participate in meaningful policy development guided by the foundation of legal and ethical principles.

**MPH 653. Public Health Leadership, Admin & Financ. (3 Credit Hours)**

This course serves to support developing, entry-level competencies in public health administration and management. Topics include leadership and management of public health services, vision, mission and goal development, communication and collaboration in public health, financial management and budgeting, quality improvement, assessment and evaluation, strategic planning, public health policy, and other emerging topics necessary for the effective delivery of public health services.

**MPH 654. Social and Behavioral Sciences. (3 Credit Hours)**

This course examines the theoretical foundations of public health, specifically, in the context of health behavior change and promotion. Students will gain an understanding of the prominent public health theories that may be used in a variety of settings by a variety of health professionals in research and practice. Moreover, the instructor will discuss how socioecological factors, such as social inequities, undermine health and create challenges to promoting health behaviors and achieving health equity.
MPH 655. Epidemiology. (3 Credit Hours)
Introduces students to the principles of epidemiology, including: historical overview; descriptive methods and sources of data; diagnostic screening; study designs; analytical tools; measures of association; bias and confounding. Emphasis is placed on the critical evaluation and interpretation of public health research, using examples from the literature. Students develop problem-solving skills and an understanding of evaluation and research.
**Prerequisite:** MPH 0650

MPH 656. Public Health Biology. (3 Credit Hours)
This course provides general principles of the biological sciences and offers populations perspective on biological concepts related to public health issues including malnutrition, chronic and infectious diseases. The course will help students to understand the development, treatment and prevention of disease, and to assess risk from potentially hazardous agents and behaviors of public health issues. It is intended for students regardless of their backgrounds in the biological sciences. Lectures will include the appropriate background material in biology, physiology, nutrition, genetics, and pathophysiology to allow students to understand the biological mechanisms of disease prevention and progression. Specific topics will include diseases and conditions that are most frequently discussed in current public health settings, including infectious disease, cardiovascular disease, obesity, cancer and vaccines.

MPH 658. Public Health Internship. (3 Credit Hours)
A planned, supervised, and evaluated practice experience is an essential component of a public health degree program. This course provides students the opportunity to apply their public health knowledge and further develop their professional skills through a hands-on experience in a public health setting. Students will also demonstrate attainment of public health competencies through the development of a portfolio.
**Prerequisites:** MPH 0620, MPH 0621, MPH 0650, MPH 0651, MPH 0653, MPH 0654, MPH 0655, and total of 24 credit hours. To register for this course contact the Internship Coordinator.

MPH 658A. Public Health Internship Continuation. (0 Credit Hours)
Public Health Internship Continuation

MPH 659. Integrative Learning Experience I. (1 Credit Hour)
The MPH Capstone Seminar / Integrative Learning Experience (ILE) I prepares students for the MPH Capstone / ILE. During this course students explore policies and procedures of the culminating experience. Students will secure an external preceptor, identify program competencies to be addressed with their project, and prepare their project proposal, including a complete literature review and proposed methods.
**Prerequisites:** MPH 0620, MPH 0621, MPH 0650, MPH 0651, MPH 0653, MPH 0654, MPH 0655

MPH 660. Integrative Learning Experience II. (2 Credit Hours)
The MPH Capstone / Integrative Learning Experience (ILE) II serves as the culminating experience of the MPH program. Students are expected to demonstrate integration, synthesis, and application of key public health competencies throughout their work with external public health stakeholders. Students complete a high-quality written report, and oral presentation. Students may take up to two terms to complete their ILE.
**Prerequisites:** MPH 0620, MPH 0621, MPH 0650, MPH 0651, MPH 0653, MPH 0654, MPH 0655 and total of 24 credit hours. To register for this course contact the Capstone Coordinator.

MPH 660A. Integrative Learning Exp II Continuation. (0 Credit Hours)
The MPH Capstone / Integrative Learning Experience (ILE) II continuation course. Students may take up to two terms to complete ILE II. Students must register for the continuation course if a second term is needed to complete requirements.

MPH 661. Public Health Applied Practice Exp. (2 Credit Hours)
A planned, supervised, and evaluated practice experience is an essential component of a public health degree program. This course provides students the opportunity to apply their public health knowledge and further develop their professional skills through a hands-on experience in a public health setting. Students will also demonstrate attainment of public health competencies through the development of a portfolio.

MPH 671. Community Research Methods. (3 Credit Hours)
This course will provide students with a comprehensive overview of the methods used in the scientific research of public health. The content of this course includes experimental and non-experimental research designs, sampling, measurement, reliability and validity, data collection procedures and methods and generalizability of findings. This course provides instruction on basic research methodology to be applied in investigations that target health and health care related issues in the context of a community setup.
**Prerequisite:** MPH 0650

**Prerequisite:** MPH 0654 (may be taken as a co-requisite)

MPH 680. Program Planning & Evaluation Research 1. (2 Credit Hours)
This course gives students an overview of the research methods that are commonly applied in public health practice. It focuses on providing the knowledge and skills that are required to collect quantitative and qualitative data to support public health decisions. The methods covered include approaches that are used to (a) identify and classify the health needs of a population, (b) determine risk factors for morbidity or mortality, (c) evaluate applied practice and/or the impact of health policies on health outcomes, and (d) develop and test new interventions for preventing illnesses.

MPH 681. Program Planning & Evaluation Research 2. (2 Credit Hours)
This course builds upon the general concepts, skills, and tools that are learned in research methods I course, to further provide students with an opportunity to focus on program planning and evaluation. Students will cultivate such skills as building collaborative relationships, creating and deploying data collection tools, developing and implementing health improvement plans, creating a public health project budget, and addressing the relevance of policy and cultural competency in public health practice. After completing the two series of course students will be able to identify study design and data collection methods that are appropriate for needs and risk assessment, applied practice and outcomes evaluation.

MPH 682. Integration of PH & Primary Care. (2 Credit Hours)
This course examines systemic challenges to integration of primary care and public health services. The course approaches population health improvement from a prevention and interdisciplinary perspective. Application of public health interventions to address social determinants of health within a primary care setting are proposed. Students analyze models of collaboration between public health services and primary care delivery in the U.S. for both urban and rural settings. Special populations, such as immigrant and refugee groups, are considered. Primary care and public health partnerships within various reimbursement systems, such as Accountable Care Organizations and Primary Care Medical Homes, are explored. Establishing and selecting evaluation metrics for community health improvement are analyzed relative to goals of a proposed collaboration.
MPH 683. Chronic Disease Management and Policy. (3 Credit Hours)
Chronic condition prevention and control is central to the role of health services administration. This course will examine chronic disease epidemiology, medical care models, and pharmaceutical and health policies across the chronic disease continuum - upstream, socioeconomic determinants; individual behaviors; chronic conditions; chronic disease; disability and death. Students will examine the chronic care model and evidence-based intervention policies and programs by exploring and evaluating chronic disease policy tools to estimate the costs of chronic conditions and economic burden of the disease.

MPH 684. Health Care Disparities & Health Equity. (3 Credit Hours)
This course prepares students as public health professionals working in state and local health departments to develop or support programs to address health care disparities in their communities or institutions. The session begins with a discussion of why health care disparities should be involved in developing policies around health care delivery system and how health care and public health administrators can lead the charge. Next, learners will explore the fundamentals of health care disparities in relation to various areas in the US health care delivery system. Finally, learners will explore case studies that demonstrate how public health agencies could plan and implement programs to maintain health equity.

MPH 685. Foundations of Health Promotion. (2 Credit Hours)
The purpose of this course is to identify the evidence base for health promotion and illustrate the range of health promotion practice. The course examines the theoretical concepts of health, health education and health promotion and the ethical and political aspects of research and practice; it explores strategies to promote health and some of the dilemmas that they pose; it illustrates how a range of different settings, such as hospitals and schools, can be oriented towards positive health and well-being; lastly, it focuses on the implementation of health promotion interventions and is designed to help public health researchers and practitioners to reflect on their approach to health promotion by examining what drives their choice of strategy.

MPH 686. Communication and Social Marketing. (3 Credit Hours)
This course introduces the application of communication theory, research, and practice to the public health context, including provider-patient communication, health information campaigns, and health beliefs and behavior. Moreover, this course integrates social marketing concepts with other public health approaches to equip students to design products, promote policies, and influence behaviors for the greater social good. Inherent in these discussions will be an emphasis on the importance of cultural humility and competence in communicating public health content.

MPH 687. Health Policy and Advocacy. (3 Credit Hours)
This course provides a framework to understand the essential role advocacy plays for the public health professional in promoting and implementing effective public health policy and programs. Students will be able to describe the relationship among advocacy, policy change, and public health practice by examining the policy making processes within the legislative, executive, and judicial branches of government at the local, state, and national levels and the role of stakeholder groups and media in shaping health policy and framing health policy issues. Students will gain practical experience by defining a public health issue, analyzing policy options, conducting a stakeholder analysis, and preparing a legislative policy brief and presentation.

MPH 689. Geographic Information Systems. (3 Credit Hours)
Geographic Information Systems (GIS) are computerized systems designed for the storage, retrieval and analysis of geographically referenced data. GIS maps all sorts of physical, biological, cultural, demographic and economic data. This course uses a unique approach for teaching GIS in health care. It imbeds learning how to use GIS software in the context of carrying out projects for visualizing and analyzing health-related data. The course includes a lecture and computer lab that focuses on a health care issue that uses ArcView GIS from ESRI, Inc. to analyze data or solve a problem. Through assignments and project case studies, students will not only learn how to use the software but will also learn the many distinctive advantages of using GIS for health care policy making and planning. By the end of the course, students will have sufficient background to become savvy users of GIS in health care organizations - building, managing and using GIS maps and health-related data.

MPH 711. Grant Writing and Management. (2 Credit Hours)
This course will prepare you to develop grant proposals and program level proposals in today’s funding environment. The course will provide you with training in the three major elements of grantsmanship: preparation, proposal writing and award management. It offers a practical approach to obtaining grant funds from public or private sources at the federal, state and local levels.

MPH 712. Community and Family Health. (3 Credit Hours)
The purpose of this course is to provide students with an introduction to family and community health. Topics include a historical view of community and public health, the relationship of community and public health with community based organizations, community organizing, mental health, drug use and abuse, and school health. The course will examine the key causes of morbidity and mortality throughout the life course for populations including mothers, infants, and families, adolescents and young adults, and older adults while taking into consideration key social, political, behavioral, and environmental factors that influence the health of the community. Additionally, disparities in population health outcomes, policies, and research needs will be discussed.

MPH 713. Research Methods and Health Promotion. (3 Credit Hours)
This advanced public health research methods course examines the concepts, methods, and applications of research within the field of health education and promotion. Emphasis will be on qualitative research methods. This course is designed to enhance students’ skills to plan, manage, and evaluate research studies and health promotion programs in the context of public health promotion.

MPH 749. Field Based Learning. (3 Credit Hours)
This course serves a culminating experience in which students are expected to apply knowledge gained from their graduate experience. The course is designed to provide a field based experience in which students demonstrate mastery of the program’s curriculum and allow an opportunity for closure and connection between courses. The purpose of this field-based experience is to facilitate the integration and synthesis of program content through critical thinking; it is also a turning point for the student from education to professional practice. 

Prerequisites: MPH O620, MPH O621, MPH O650, MPH O651, MPH O653, MPH O654, MPH O655, MPH O671 and 24 credit hours

MPH 766. Geographic Information Systems. (3 Credit Hours)
Geographic Information Systems (GIS) are computerized systems designed for the storage, retrieval and analysis of geographically referenced data. GIS maps all sorts of physical, biological, cultural, demographic and economic data. This course uses a unique approach for teaching GIS in health care. It imbeds learning how to use GIS software in the context of carrying out projects for visualizing and analyzing health-related data. The course includes a lecture and computer lab that focuses on a health care issue that uses ArcView GIS from ESRI, Inc. to analyze data or solve a problem. Through assignments and project case studies, students will not only learn how to use the software but will also learn the many distinctive advantages of using GIS for health care policy making and planning. By the end of the course, students will have sufficient background to become savvy users of GIS in health care organizations - building, managing and using GIS maps and health-related data.
MPH 768. Policy & Practice: Emergency Preparedness. (3 Credit Hours)
This is an analysis of emergency public health preparedness and response. Preparing for a public health emergency is a part of the larger issues for preparing for and responding adequately to any type of public health disaster. Components studied include government capacity, public health law, public-private partnerships during emergencies, public health tools during emergencies, infectious disease emergencies, terrorism, natural disasters, industrial emergencies and special populations and issues.

MPH 772. Cardiovascular Epidemiology. (3 Credit Hours)
This course is aimed to enable the students to become familiar with principles, methods and issues in the epidemiology of cardiovascular disease. This course focuses on public health-oriented coronary artery disease, and its major traditional and novel risk factors; and also covers other topics such as cardiovascular prediction models, hypertension, stroke, sudden cardiac death, and subclinical cardiovascular disease. The format includes seminar-style courses, lectures, group activities, and projects.

Prerequisites: MPH 0650, MPH 0655, MPH 0656 or clinical dual degree student

MPH 773. Nutritional Epidemiology. (3 Credit Hours)
The purpose of this course is to introduce students to the discipline of nutritional epidemiology. We will focus on the application of epidemiological methods to studies of diet, nutrition, and diseases. Students completing this course will understand the basic principles of nutritional epidemiology and will be able to apply them in reading the literature and participating in nutrition research projects. The format includes seminar-style courses, lectures, group activities, and projects.

Prerequisites: MPH 0650, MPH 0655, MPH 0656 or clinical dual degree student

MPH 774. Management of Infectious Disease. (3 Credit Hours)
This course is an overview of infectious diseases in humans including those that are shared between humans and animals. Lectures will focus on the intersection of human and animal health, infectious disease epidemiology, routes of infection, signs, control and prevention, emergence of new diseases, and the role of public health in managing these issues. Some diseases will be covered in-depth while others will be addressed in overview. Topics include: emerging diseases, anthrax, petting zoos, HIV/AIDS, plague, food and milk safety, leptospirosis, influenza, and more.

MPH 778. Secondary Data Analysis. (3 Credit Hours)
This course introduces students to the methods of searching for, obtaining, storing, manipulating and analyzing publicly available research data. Students will get hands-on experience of research and data handling including data cleaning, standardization and analysis. In addition, students will also learn to write a research report for publication.

MPH 783. Foundations of Global Health. (2 Credit Hours)
This course will examine principals of global health and the interconnectedness of countries’ health status in today's world of modern travel and communication systems. Integrated primary care and public health delivery systems are examined through the lens of issues and challenges facing low- and middle-income countries. Topics explored include trends in maternal and child health, health and the environment, and cultural impacts on health. The leadership of the World Health Organization and Centers for Disease Control and Prevention will be analyzed. Students will analyze priority global health issues as to causes, individual and societal impact, and current and future strategies to mitigate and prevent harmful consequences of communicable and non-communicable diseases.

Prerequisite: MPH 0621

MPH 785. Global Health Policy and Advocacy. (3 Credit Hours)
This course explores the new reality of globalization which requires public health professionals to view population health through a kaleidoscope of economic, geo-political, technological, social, and cultural connections between individuals and groups of people around the world. These connections intersect through policies, practices, and partnerships which ultimately determine the health status of populations. This course explores the international community's response to health determinants and the impact of policy and advocacy. Understanding governmental and non-governmental partnerships is essential to improving living and health conditions in low- and middle-income countries, as well as critically analyzing the role of high-income countries in improving health outcomes globally. Students will synthesize complex knowledge about roles and interrelationships of partnerships and how to advocate effectively.

MPH 899. Independent Study. (1-3 Credit Hours)
This course is designed for students to independently investigate topics outside the context of a traditional course. Students collaborate with an M.P.H. faculty member to pursue a topic of mutual interest. Independent study projects may involve topics such as global health trips and research projects, or exploring a special topic in more depth than what is covered in the curriculum. Students collaborate with a faculty member to establish measurable learning objectives and a schedule or plan and to establish roles and responsibilities for the student and supervising faculty member. Students must have a minimum 3.0 GPA to enroll and independent study projects must be approved by the Program Director prior to enrollment.

Master of Science in Anatomy (MSA)

MSA 1A01. Gross Anatomy I. (5.5 Credit Hours)
The gross anatomy course provides an in-depth study of the human body using cadaveric dissection. Additional emphasis is placed on developmental anatomy and normal radiographic anatomy and ultrasound. This course will include the anatomical relationships of the back, head, neck, thorax and abdomen.

MSA 1A02. Gross Anatomy II. (3 Credit Hours)
The gross anatomy course provides an in-depth study of the human body using cadaveric dissection and ultrasound. Additional emphasis is placed on developmental anatomy and normal radiographic anatomy. This course will include the anatomical relationships of the pelvis, perineum, and the lower and upper limbs.

Prerequisite: MSA 1A01

MSA 2A01. Seminar in Anatomy I. (1 Credit Hour)
Review, discussion and presentation of topics related to anatomy research and teaching.

Prerequisites: MSA 1A01, MSA 1A02, ANAT 1106,

MSA 2A02. Sem in Anat II: Anatomical & Edu Resch. (1 Credit Hour)
This course further enhances students’ critical thinking skills by requiring students to find, critically review, present, and discuss peer-reviewed anatomical, clinical, and educational research journal articles in a “round-table discussion” format.

Prerequisites: MSA 1A01 MSA 1A02, ANAT 1106
MSA 2A03. Human Development. (2 Credit Hours)
This is a graduate level human development course. The course will be student driven and presented in a lecture format. The students will be expected to have read the assigned chapters before the corresponding class meeting. Examinations will consist of essay type questions. Students will be required to make an oral presentation on a topic of their choice related to the course material. Student presentations will be graded based on organization, clarity, style of presentation, quality of visual aids and ability to answer questions. The presentations will be open to DMU students and faculty.

Prerequisite: MSA 1A01, MSA 1A02, ANAT 1104, ANAT 1106

MSA 2A04. Teaching in Anatomy I & II. (4 Credit Hours)
This course will allow dual-degree students to participate in laboratory and/or lecture instruction in one or more of the courses offered by the anatomy department.

Prerequisites: MSA 1A01, MSA 1A02, ANAT 1104, ANAT 1106

MSA 2A07. Research. (1-6 Credit Hours)
Research under the supervision of a graduate faculty member.

Prerequisite: Consent of Instructor

MSA 2A11. Tools for Teaching. (1 Credit Hour)
This course will cover course design and revision, crafting a syllabus, application of adult learning principles to the design of presentations, effective use of learning psychology in the effective design and delivery of presentations, educational methods, execution of adult learning principles, and assessing student learning outcomes.

MSA 2A14. Teaching in Anatomy I. (2 Credit Hours)
This course will allow primary degree students to participate in laboratory and/or lecture instruction in one or more of the courses offered by the anatomy department.

Prerequisites: MSA 1A01, MSA 1A02, ANAT 1106

MSA 2A18. Advanced Dissections in Anatomy I. (1 Credit Hour)
The course will allow students to dissect the head and neck, back, thorax or abdomen of the human cadaver to further their knowledge of theses anatomical regions. Students, under supervision by the faculty, will prepare prosections of specific areas of the human cadaver, which will be presented to the first year D.O./D.P.M. class in the form of an oral presentation. Students will be assessed by the quality of their dissection and presentation.

Prerequisite: MSA 1A01 MSA 1A02

MSA 2A24. Teaching in Anatomy II. (2 Credit Hours)
This course will allow primary degree students to participate in laboratory and/or lecture instruction in one or more of the courses offered by the anatomy department.

Prerequisites: MSA 1A01, MSA 1A02,ANAT 1106

MSA 2A28. Advanced Dissections in Anatomy II. (1 Credit Hour)
The course will allow students to dissect either the pelvis, perineum or upper and lower limbs of the human cadaver to further their knowledge of these anatomical regions. Students, under supervision by the faculty, will prepare prosections of specific areas of the human cadaver, which will be presented to the first year DO/DPM class in the form of an oral presentation. Students will be assessed by the quality of their dissection and presentation.

Prerequisites: MSA 1A01, MSA 1A02, MSA 2A18

MSA 2A29. Capstone Experience. (2 Credit Hours)
This course provides the opportunity for students to synthesize and actively communicate the skills and anatomical knowledge they have learned throughout the degree program. Through guided study, this course will culminate in both a comprehensive paper and oral presentation focusing on an anatomical topic (organ, system, or region) following a molecules-to-organs approach (i.e., incorporating information on its genetic, developmental, histological, gross anatomical, and clinical significance). In addition, students will learn professional skills including CV preparation, literature review and critique, academic writing, and lecturing/oral presentation. This is a required course for graduation for students enrolled in the MSA program in the College of Osteopathic Medicine.

Master of Science in Physician Assistant Studies (MSPA)

MSPA 1340. Program to Practice I. (1 Credit Hour)
This spring term course provides preparatory instruction for the PA student’s Capstone Project. During this course the student completes the required online modules offered by the Collaborative Institutional Training Initiative (CITI) program on human subject research and the responsible conduct of research. A review of APA formatting guidelines and plagiarism training is also provided. This course includes preparatory activities for the clinical year.

MSPA 1359. Physiology / Pathophysiology. (7 Credit Hours)
This clinically oriented course provides instruction on the overall physiology of the human body. Normal physiological states, as well as changes that occur in disease, infection, and trauma will be discussed. Students will be able to use this information to more effectively diagnose and treat their patients, as well as provide students with information that they may use to educate their patients regarding the disease process.

MSPA 1360. Clinically Oriented Anatomy. (7 Credit Hours)
An integrated anatomical approach to the study of human body structure. Lectures systematically take the student from the microscopic level through the formation of organ systems, with emphasis on the interdependence of these systems. Functional concepts and internal structure are related to surface anatomy as a basis for performing a physical examination. Also included in this course is anatomic radiography, which emphasizes normal radiological structures and prepares students for later clinical lectures that emphasize abnormal radiographs during the Introduction to Clinical Medicine series.

MSPA 1364. Nutrition. (1 Credit Hour)
Nutrition plays a role in nearly every health condition. This course is an introduction to clinical nutrition and covers the metabolism of lipids, carbohydrates, and proteins. Nutritional assessment and clinical topics such as obesity, pregnancy, vitamins and supplements are discussed.

MSPA 1371. Medical Pharmacology. (5.5 Credit Hours)
This course introduces the basic principles of medical pharmacology. The course will provide a foundation in the areas of general pharmacological concepts such as pharmacokinetics, pharmacodynamics, and pharmacogenomics - which are relevant to all pharmacotherapeutic and toxic agents. Additionally, topics relevant to specific drug classes such as clinical utility, mechanisms of action, and adverse effects will be presented in each unit.
MSPA 1372. Intro to Clinical Medicine (ICM I). (7.5 Credit Hours)
This course is part of the ICM series covering the pathology, etiology, epidemiology, presentation, evaluation and management of various diseases and disorders. Students will learn how to appropriately order and interpret diagnostic tests and formulate differential diagnosis and management plans for common diseases found in the primary care setting. Emphasis in this course will be on Behavioral Health, Orthopedic and Rheumatologic conditions, Dermatologic conditions, and Infectious Diseases.

MSPA 1375. Immunology / Microbiology. (2.5 Credit Hours)
This course is an overview of the human immune system and the extrinsic pathogens that contribute to morbidity and mortality. Topics specifically covered through lecture and lab sessions include bacteria, viruses, fungi, and parasites. Pathology topics include cell injury, hemodynamic disorders, neoplasms, and inflammation and repair. There is a clinically-oriented emphasis on the etiology of infectious disease, epidemiology, clinical presentation, and diagnosis. The laboratory exercises focus on techniques performed in modern clinical practice.

MSPA 1376A. Clinical Skills I. (0.5 Credit Hours)
This is the first course in a series of three focusing on hands-on experiences that will allow the student to obtain a level of knowledge and competence that will ensure a foundation from which to build clinical skills for the future. Competency when performing hands-on skills is essential to the delivery of health care in today's world. This course will provide instruction and interactive labs in Basic Cardiac Life Support (BLS). The other component of this course provides students an opportunity to complete the Myers-Briggs Type Indicator. It is designed to help students understand and value different approaches of communication, and through this process unlock qualities in themselves and others, which will allow them to work more effectively and creatively together.

MSPA 1376B. Clinical Skills II. (0.5 Credit Hours)
This is the second course in a series of three focusing on hands-on experiences that will allow the student to obtain a level of knowledge and competence that will ensure a foundation from which to build clinical skills for the future. Competency when performing hands-on skills is essential to the delivery of health care in today's world. This course consists of the following laboratory sessions: Ophthalmology Lab, Gynecology Lab, Pulmonary Function Testing Lab, and Blood Borne Pathogens Training.

MSPA 1376C. Clinical Skills III. (3.5 Credit Hours)
This is the third course in a series of three focusing on hands-on experiences that will allow the student to obtain a level of knowledge and competence that will ensure a foundation from which to build clinical skills for the future. Competency when performing hands-on skills is essential to the delivery of health care in today's world. This course consists of the following sessions: Advanced Cardiac Life Support (ACLS), Basic Disaster Life Support (BDLS®), Basic Surgical Medical Skills, Blood Borne Pathogens Training, Casting and Splinting Lab, Child and Dependent Adult Abuse Mandatory Reporter Training, FEMA National Incident Management System (NIMS), FEMA Incident Command System (ICS), FEMA Active Shooter Response Training, Facilitated Exercise (FEMA material), Mass Casualty Incident Exercise, Advanced Airway Intubation Lab and Wound Care Class.

MSPA 1377. Intro to Clinical Medicine II (ICM II). (11.5 Credit Hours)
This course is part of the ICM series covering the pathology, etiology, epidemiology, presentation, evaluation, and management of various diseases and disorders. Students will learn how to properly order and interpret diagnostic tests and formulate differential diagnosis and management plans for common diseases found in the primary care setting. Emphasis in this course will be on hematology/oncology, gastrointestinal medicine, EKGs, heart sounds, cardiology, and respiratory systems.

MSPA 1378. Medical Genetics. (1 Credit Hour)
This course is an introduction to the basic concepts of human and medical genetics. Through a series of online modules, students will investigate the basics of DNA and genetic disease, modes of inheritance, meiosis, non-Mendelian inheritance, and concepts of genetic epidemiology. A series of case studies will help the student discover the impact of genetics in clinical practice. Utilizing their family history, the students will develop their own family pedigree.

MSPA 1381. Intro to Health Care Delivery Systems. (2 Credit Hours)
This course is designed to provide a basic level of knowledge in the structure and function of the health care delivery system, medical law, and socioeconomic issues, including social determinants of health as they apply to the PA and PA/physician team. Issues discussed will include reimbursement, inequality to accessing health care issues, health care policies, and the roles of the different members of the health care professional team.

MSPA 1382. Introduction to Ethics. (1.5 Credit Hours)
The preparation of a competent medical provider includes not only medical knowledge but also an understanding of professionalism and ethical principles. This course challenges the PA student to analyze, from an ethics perspective, clinical situations such as palliative care, confidentiality, legal issues and other emotionally charged topics. Instruction is provided via lectures, small group discussions and written assignments.

MSPA 1384. Physical Diagnosis. (4.5 Credit Hours)
This course is designed to introduce the student to patient history taking and communication skills. Students will begin using medical diagnostic equipment as they develop the skills needed to perform complete and focused physical examinations. Students will learn the components of the physical examination, recognize abnormal and normal findings and communicate the information in oral and written formats. Students will examine assigned lab partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. The pediatric, adult, and geriatric physical examinations will be emphasized.

MSPA 1389. Clinical Patient Assessment. (2.5 Credit Hours)
This course will build upon the skills from the Physical Diagnosis course to refine the physician assistant student’s ability to efficiently gather a pertinent and relevant medical history as well as introduce the student to the concept of clinical reasoning. This information will be used to conduct the physical examination, identify pertinent problems, develop differential diagnoses, order appropriate diagnostic evaluations, and commit to a management plan for simulated patients.

MSPA 1393A. PA Professional Issues I. (1 Credit Hour)
This course is designed to introduce the student to the PA profession: its history, organizations, professionalism issues, legal aspects, and guidelines for ethical conduct. This course explores current issues in the PA profession, interprofessional education (IPE), and future projections.
MSPA 1393B. PA Professional Issues II. (0.5 Credit Hours)
This course is designed to introduce the student to the PA profession: future of the profession, the physician/PA team, professional relationships, patient consent, HIPAA, credentialing, licensure, and continuing medical education. This course explores cultural issues and syndicate health professional careers.

MSPA 1394. Intro to Clinical Med III (ICM III). (11.5 Credit Hours)
This course is part of the ICM series covering the pathology, etiology, epidemiology, presentation, evaluation, and management of various diseases and disorders. Students will learn how to appropriately order and interpret diagnostic tests and formulate differential diagnosis and management plans for common diseases found in the primary care setting. Emphasis in this course will be on women's health, endocrinology, and pediatric conditions, ENT (ear, nose and throat), renal diseases, and ophthalmology.

MSPA 1395. Research and Epidemiology. (1.5 Credit Hours)
This course is an introduction to research methodology and the process of critically evaluating evidence-based publications. The students will learn the basics of research design, biostatistics, and how to conduct a literature review by writing a critically appraised topic. This course also prepares the students for practice by teaching epidemiologic principles as a cornerstone of clinical reasoning and diagnosis.

MSPA 1398. Intro to Clinical Med IV (ICM IV). (7 Credit Hours)
This course is part of the ICM series covering the pathology, etiology, epidemiology, presentation, evaluation and management of various diseases and disorders. Students will learn how to appropriately order and interpret diagnostic tests and formulate differential diagnosis and management plans for common diseases found in the primary care setting. Emphasis in this course will be on pediatrics, emergency medicine, and geriatrics.

MSPA 2302. Psychiatry SCPE. (4 Credit Hours)
The Psychiatry supervised clinical practice experience (SCPE) is a 4-week required inpatient and/or outpatient experience that emphasizes the performance of the psychiatric history and physical examination, diagnostic work-up, treatment and management of patients in the hospital and/or clinic setting. Focus will also be on the care of the patient who presents to the behavioral medicine setting with emergent, acute and chronic health needs with the goal of applying the knowledge and skills gained to this as well as other clinical medicine settings.

MSPA 2303. Emergency Medicine SCPE. (4 Credit Hours)
The Emergency Medicine SCPE is a 4-week required experience. Upon completion of this SCPE, the Physician Assistant student will be able to elicit a problem-oriented medical history and physical examination, obtain the indicated laboratory and/or diagnostic studies and assess the results, formulate a management plan and assist in the implementation of appropriate therapy for common emergent and acute health needs encountered in the emergency setting. Students will continue to develop skills in clinical reasoning, inter-professional relationship building and communication. By the end of this course, students will be able to apply the knowledge and skills gained in this SCPE to other clinical medicine settings.

MSPA 2309. Elective SCPE. (2-8 Credit Hours)
The Elective SCPE is an 8-week required inpatient and/or outpatient experience that emphasizes the performance of the patient history and physical exam, screening techniques, diagnostic procedures and creating management plans appropriate to the assigned area. By the end of this course, students will be able to apply the knowledge and skills gained in this SCPE to other clinical medicine settings.

MSPA 2333. Women's Health SCPE. (2 Credit Hours)
The Women's Health SCPE is a 2-week required inpatient and/or outpatient experience emphasizing the performance of the gynecological history and physical examination, screening techniques, diagnostic procedures and creation of management plans. Focus will also be on the care of women who present with acute, chronic, emergent and preventive health needs including but not limited to pre-natal care, menstrual abnormalities, contraceptive counseling, menopause and sexually transmitted infections. By the end of this course, students will be able to apply the knowledge and skills gained in this SCPE to other clinical medicine settings.

MSPA 2334. Pediatric SCPE. (2 Credit Hours)
The Pediatric SCPE is a 2-week required inpatient and/or outpatient experience that emphasizes the performance of age and gender-appropriate medical history and physical examinations, screenings and diagnostic procedures, obtaining indicated lab studies and assessing the results, formulating a management plan and assisting in the implementation of appropriate therapy for common problems encountered in the pediatric setting. Focus will be on the care of the pediatric patients (and their legal guardians) with emergent, acute, chronic and preventive health needs. Students will continue to develop skills in clinical reasoning, inter-professional relationship building and communication. By the end of this course, students will be able to apply the knowledge and skills gained in this SCPE to other clinical medicine settings.

MSPA 2335. General Surgery SCPE. (4 Credit Hours)
The general Surgery SCPE is a 4-week surgical experience. During the course a student will have hands-on experiences in pre-operative, intra-operative, and post-operative care of the general surgery patient. This SCPE will emphasize the use of a surgery-focused history, physical examination, diagnostic lab and imaging appropriate to the patient and circumstances of the surgery. The student will actively participate during the surgery and follow-up care. Focus will be on the care of surgical patients across the life span and can include emergent, acute, chronic and preventive health needs. Students will continue to develop skills in clinical reasoning, communication and interprofessional relationships.

MSPA 2336. Internal Medicine SCPE. (4-12 Credit Hours)
The Internal Medicine SCPE is a 12-week clinical experience in the ambulatory and/or hospital setting. The course will emphasize the use of age and gender-specific history and physical examination, differential diagnosis development, lab and imaging and clinical reasoning to determine diagnosis and develop treatment plans. This course offers opportunities in both general internal medicine and internal medicine specialties. Students will focus on emergent, acute, chronic and preventive health needs. Students will continue to develop skills in communication and building interprofessional relationships.

MSPA 2337. Family Medicine SCPE. (4-12 Credit Hours)
The Family Medicine SCPE is a 12-week experience in an ambulatory setting that emphasizes the performance of age and gender-appropriate histories and physical examinations, screening and diagnostic procedures, developing differential diagnosis lists, interpreting diagnostic labs and imaging to establish diagnoses, and creating patient management plans. Focus will be on the care of patients throughout the lifespan that present with emergent, acute, chronic and preventive health needs. Students will continue to develop skills in clinical reasoning, inter-professional relationship building and communication.
MSPA 2340A. Program to Practice II. (1 Credit Hour)
This summer term course is the first of three courses created to assist the second-year PA student through the process of initiating and completing their capstone project. Research and planning will continue during this time with routine correspondence with the student’s advisor regarding project progression.

MSPA 2340B. Program to Practice II. (1 Credit Hour)
This fall term course is a continuation of PA 2340A. The second-year PA student will continue working on their capstone project and regularly share progress with his/her advisor. Professionalism is assessed, and issues related to the transition from PA education to practicing medicine are addressed. During an on-campus assessment period, students will be assessed in the SIM and SPAL environments on medical knowledge, technical skills, professionalism, and the student’s overall commitment to patient welfare. Written assignments, small group activities, and oral case presentations are used to monitor student progress in meeting programmatic expectations.

MSPA 2340C. Program to Practice II. (0.5 Credit Hours)
This spring term course is a continuation of PA 2340B. The second-year PA student will continue working on their capstone project and regularly share progress with his/her advisor. Professionalism is assessed, and issues related to the transition from PA education to practicing medicine are addressed. During an on-campus assessment period, students will be assessed in the SIM and SPAL environments on medical knowledge, technical skills, professionalism, and the student’s overall commitment to patient welfare. Written assignments, small group activities, and oral case presentations are used to monitor student progress in meeting programmatic expectations.

MSPA 2340D. Program to Practice II. (2.5 Credit Hours)
It is during this summer mini-session course (25th month of the program) the PA student delivers an oral presentation of their capstone project, participates in capstone SIM and SPAL assessments, and prepares for the national certification exam by sitting for PACKRAT and the PA program’s final comprehensive examination. Professionalism is assessed and issues related to the transition from PA education to practicing medicine are addressed. The final component of this course is a summative evaluation of the student’s performance throughout the entire PA program.

Microbiology (MICR)

MICR 1103. Microbiology & Immunology. (5.5 Credit Hours)
Basic principles and clinical relevance of immune mechanisms and fundamentals of host-pathogen interactions are presented. In addition, the course offers an introduction to the various subdisciplines of microbiology, with emphasis on facts and principles pertinent to the broad requirements for understanding infectious diseases. Bacterial, mycotic, parasitic and viral pathogens are considered, with major emphasis on clinical presentation and pathogenic mechanisms. Laboratory integration focuses on the common diagnostic modalities pertinent to the various infectious agents.

MICR 1104. Immunology. (1.5 Credit Hours)
The course begins with the fundamentals of the immune system and transitions into the normal functioning of the immune response and the mechanisms behind immunopathologic conditions. Basic principles and clinical relevance of immune mechanisms are also emphasized. Exercises that link course content to research laboratory applications will be provided throughout the course.

Prerequisite: Consent of Instructor

MICR 1109. General Pathology. (2.5 Credit Hours)
Pathology is a medical science, and specialty practice, concerned with all aspects of disease, but with special reference to the essential nature, causes, and development of abnormal conditions, as well as the structural and functional changes that result from the disease processes.

MICR 2124. Infectious Disease. (1.5 Credit Hours)
Emphasizes the major infectious diseases in terms of etiology, epidemiology, treatment, control and prevention. These diseases are discussed by individuals in the fields of microbiology, primary care, and infectious diseases. The combination of didactic and case-based instruction will provide exposure to the basic science and clinical aspects of infectious diseases.

Osteopathic Manual Medicine (OMM)

OMM 1101A. Osteopathic Manual Medicine I A. (2 Credit Hours)
The students will learn a traditional approach to osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. Still, Sutherland, TePoorten, Zink, Jones, Mitchell, Korr and others who have followed these pioneers of the profession. Material covered includes osteopathic principles and practice, applied anatomy, fascia and soft tissue, tensity, and reflexes (somatic, visceral, somato-somatic, and viscio-somatic). It concludes with the comprehensive structural diagnosis and treatment of the sacrum and pelvis.

OMM 1101B. Osteopathic Manual Medicine I B. (2 Credit Hours)
The students will learn a traditional approach to osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. Still, Sutherland, TePoorten, Zink, Jones, Mitchell, Korr and others who have followed these pioneers of the profession. Material covered includes comprehensive structural diagnosis and treatment of the lumbar spine, thoracic spine, rib cage, thorax, and cervical region.

OMM 2027. Forty-hour Cranial Course. (2 Credit Hours)
This forty-hour elective cranial course encompasses twenty hours each of lecture and lab. Upon completion, the student will have an understanding of the Cranial Concept and be able to evaluate and treat common cranial dysfunctions.

OMM 2010A. Osteopathic Manual Medicine II A. (2 Credit Hours)
The students will learn a traditional approach to osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. Still, Sutherland, TePoorten, Zink, Jones, Mitchell, Korr and others who have followed these pioneers of the profession. Material covered in the ?rst term of OMM II includes additional techniques to address somatic dysfunction (myofascial release, facilitated positional release, balanced ligamentous tension, Still technique); evaluation exams including comprehensive structural diagnosis and treatment techniques for the lower extremity and upper extremity.

OMM 2010B. Osteopathic Manual Medicine II B. (2 Credit Hours)
The students will learn a traditional approach to osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. Still, Sutherland, TePoorten, Zink, Jones, Mitchell, Korr and others who have followed these pioneers of the profession. Material covered includes OMM considerations of lymphatics; visceral concerns; pregnant, hospitalized, and pediatric patients, cranial osteopathy, short leg syndrome, scoliosis, and the integration of OMM into primary care.
OMM 3101A. Osteopathic Manual Medicine III A. (1 Credit Hour)
Students will continue their training in osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. TePoorten, Zink, Mitchell, Korr and others who have followed these pioneers of the profession. During each core clinical clerkship rotation, students will be assigned corresponding chapters in the required textbook and will document osteopathic diagnosis and manual treatment of the musculoskeletal-fascial system in patients on each of the clinical rotations.

OMM 3101B. Osteopathic Manual Medicine III B. (0.5 Credit Hours)
The students will continue their training in osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. TePoorten, Zink, Mitchell, Korr and others who have followed these pioneers of the profession. The aim of this course is to infuse OMM experiences and learning into the clerkship years. Textbook chapter readings integrate clinical OMM principles and techniques with the goal of complementing or supplementing the clerkship training they are receiving. The students are encouraged when possible to choose chapters that will supplement knowledge learned on their current clerkships. Students are encouraged to assess and treat as many patients as their preceptor allows.

OMM 4101A. Osteopathic Manual Medicine IV A. (0.5 Credit Hours)
The students will continue their training in osteopathic manipulative medicine based on the distinctive DMU heritage as developed through the contributions of Drs. TePoorten, Zink, Mitchell, Korr and others who have followed these pioneers of the profession. The aim of this course is to infuse OMM experiences and learning into the clerkship years. Textbook chapter readings integrate clinical OMM principles and techniques with the goal of complementing or supplementing the clerkship training they are receiving. The students are encouraged when possible to choose chapters that will supplement knowledge learned on their current clerkships. Students are encouraged to assess and treat as many patients as their preceptor allows.

OMM 4101B. Osteopathic Manual Medicine IV B. (0.5 Credit Hours)
The students will continue their training in osteopathic manual medicine based on the distinctive DMU heritage as developed through the contributions of Drs. TePoorten, Zink, Mitchell, Korr and others who have followed these pioneers of the profession. All students are encouraged to assess and treat as many patients as their preceptor allows. Students are encouraged to read chapters corresponding with clinical encounters during rotations and will document osteopathic diagnosis and manual treatment of the musculoskeletal-fascial system in patients on each of the clinical rotations. A one-page summary of patient encounters, including structural assessment, visceral correlations and proposed treatment/treatment provided will be submitted by each student.

Pharmacology (PHYPM)

PHYPM 2115. Medical Pharmacology. (5.5 Credit Hours)
This course introduces the basic principles of medical pharmacology. The course will provide a foundation in the areas of general pharmacological concepts such as pharmacokinetics, pharmacodynamics, and pharmacogenomics - which are relevant to all therapeutic and toxic agents. Additionally, topics relevant to specific drug classes such as clinical utility, mechanisms of action, and adverse effects will be presented in each unit.

Podiatry (POD)

POD 1223. Principles & Practices of Podiatric Med. (2.5 Credit Hours)
This course covers the advancement of the profession from its early days to the current practice environment. Students become familiar with the governance of the profession and podiatric medical education. This course provides valuable information on key policies, concepts and expectations in the areas of professionalism, interprofessional medical education, doctor-patient relationship, medical ethics, cultural competency and human subject research. The course concludes with an overview of the fundamental principles of basic topographical lower extremity anatomy, biomechanics and taking a history/lower extremity physical supported by a series of interactive case presentations.

POD 2048. Research in Podiatric Medicine & Surgery. (1 Credit Hour)
This elective course is primarily designed for second and third year CPMS students who are interested in conducting research in podiatric medicine and surgery. Must have faculty mentor agree to supervise to allow registration.

POD 2204. Cultural Competency in Medicine. (1.5 Credit Hours)
Cultural Competency in Medicine is designed to introduce the student to the existence of health disparities across the United States and the global community. The course provides an opportunity to learn and engage in discussions about diverse populations, assisting the student in building stronger patient relationships and caring for patients from diverse groups more effectively with the goal of improving healthcare outcomes.

POD 2207. Clinical Podiatric Medicine and Diagnost. (4 Credit Hours)
The content of this course covers a wide range of podiatric medical conditions including clinical signs, diagnostic tests and treatment plans. This course is divided into four modules: (1) Medical Documentation and Diagnostic Imaging of the Lower Extremity, (2) Principles of Rheumatology and Pain Management, (3) Infectious Disease and Wound Management and (4) Lower Extremity Orthopedics/Sports Medicine. The purpose of this course is to prepare the student for his/her clinic rotations that begin the following summer.

POD 2210. Fundamentals of Biomechanics. (2 Credit Hours)
This course is designed to introduce the student to fundamental biomechanical principles as they relate to the concepts and theories of normal foot function and basic principles of normal gait. This course explores the evolution, development and functional anatomy of the lower extremity, focusing on the principles of kinesiology, kinetics and kinematics as they relate to the static and dynamic motions of lower extremity. Students will also be exposed to physiologic properties and characteristics of structures associated with the musculoskeletal system. The course will allow the student to have an appreciation for normal and pathological function to be applied to future course work and patient care.
POD 2220. Clin Pod Biomechanics / Surg. (6.5 Credit Hours)
Clinical Podiatric Biomechanics and Surgery covers lower extremity structural abnormalities as related to the compensating foot and lower limb. More complex orthopedic and biomechanical pathologies are considered and the relationship and interaction of mechanical, surgical and medical approaches are introduced. The course is designed to foster an appreciation for the biomechanical principles associated with complex foot and ankle surgery. The course is divided into six modules: Principles of Surgery I, Principles of Biomechanics, Orthosis Management, Principles of Surgery II, Forefoot Biomechanics/Surgery and Rearfoot Surgery/Pediatrics. Each module is designed to present the student with a basic understanding of the biomechanical and surgical principles as they apply to the conservative and surgical management of the foot. Labs have been scheduled to follow the corresponding lecture as closely as possible. Further knowledge will be gained when utilizing the didactic knowledge in the laboratory setting.

POD 2237. Podiatric Clinical Rotations. (4 Credit Hours)
This four-week end-of-second-year clinical rotation is designed to introduce the podiatric medical student to clinical patient management, clinical protocol, basic instrumentation and medical record recording. Students are required to complete a basic set of professional and clinical skills.

POD 3205. HC Systems, Community Med, Med Jurispru. (2.5 Credit Hours)
The Health Care Systems, Community Medicine and Medical Jurisprudence course is designed to introduce the student to aspects of health care beyond basic science and the clinical aspects of patient care. The Jurisprudence section of the course will expose the student to the medico-legal aspects of the practice of health care. The Health Systems and Policy portion introduces fundamental principles and concepts associated with the delivery of health care in today’s ever-changing health environment. The course also introduces the student to concepts in epidemiology and transmissible diseases and elaborates on concepts in research-based methodology and evidence based medicine from previous courses. Additionally, this course reviews ways to improve physician-patient communication, enhance patient safety and satisfaction, and identify the role of various forms of bias in patient care in case-based and discussion format.

POD 3206. Case-Based Diagnostic Imaging. (1 Credit Hour)
Diagnostic Imaging is one of four academic courses that contribute to the third-year Case-Based Podiatric Medicine and Surgery Capstone. The course is designed to integrate the basic sciences with the clinical sciences in a manner where students are able to apply previous information presented to a clinical situation. Students will use learned skills and knowledge as well as develop new skills to solve clinical problems. They will apply evidence-based evaluation skills to evaluate the literature and select the most appropriate course of action in dealing with a clinical problem. The Diagnostic Imaging Course examines various cases to determine the most appropriate imaging tests to establish a diagnosis and identify normal and abnormal findings of the studies ordered.

POD 3207. Emerg Med / Pod Trauma. (2.5 Credit Hours)
Students are introduced to various concepts regarding traumatic disorders of the lower extremity, including management of soft tissue injuries, fracture management and complications associated with traumatic injury. The emergency medicine component of the course reviews emergency and urgent-care situations that the podiatric medical specialist may encounter.

POD 3210. Basic Surgical & Medical Skills. (1 Credit Hour)
Students learn principles of aseptic technique training according to national standards. These techniques include the surgical hand scrub, opening a sterile field, self and assisted gowning and gloving, open gloving, instrumentation identification and passing as well as sterile field presentation and maintenance. Students demonstrate these techniques under the direction of operating room nurses. Students also learn proper sterilization of and nomenclature for instruments.

POD 3217A. Podiatric Med & Surg Rotation. (14 Credit Hours)
Third-year students will complete 28 weeks of podiatric medical and surgical rotations. These rotations take place at the Des Moines University Foot and Ankle Clinic, the VA Central Iowa Health Care System, Broadlawns Medical Center and the Iowa Methodist Wound Healing Center. Students will participate in podiatric medical and surgical care in both inpatient and outpatient centers.

POD 3217B. Podiatric Med & Surg Rotation. (14 Credit Hours)
Third-year students will complete 28 weeks of podiatric medical and surgical rotations. These rotations take place at the Des Moines University Foot and Ankle Clinic, the VA Central Iowa Health Care System, Broadlawns Medical Center and the Iowa Methodist Wound Healing Center. Students will participate in podiatric medical and surgical care in both inpatient and outpatient centers.

POD 3221. Case-Based Rearfoot Pathology. (1 Credit Hour)
Rearfoot Pathology is one of four academic courses that contribute to the third-year Case-Based Podiatric Medicine and Surgery Capstone. The course is designed to integrate the basic sciences with the clinical sciences in a manner where students are able to apply previous information presented to a clinical situation. Students will use learned skills and knowledge as well as develop new skills to solve clinical problems. They will apply evidence-based evaluation skills to evaluate the literature and select the most appropriate course of action in dealing with a clinical problem. The Rearfoot Pathology Course requires the students to apply findings from existing medical evidence in the evaluation, diagnosis and management (non-surgical and surgical) of common rearfoot pathologies through a case-based format.

POD 3224. Case-Based Forefoot Pathology. (1 Credit Hour)
Forefoot Pathology is one of four academic courses that contribute to the third-year Case-Based Podiatric Medicine and Surgery Capstone. The course is designed to integrate the basic sciences with the clinical sciences in a manner where students are able to apply previous information presented to a clinical situation. Students will use learned skills and knowledge as well as develop new skills to solve clinical problems. They will apply evidence-based evaluation skills to evaluate the literature and select the most appropriate course of action in dealing with a clinical problem. The Forefoot Pathology Course requires the students to apply findings from existing medical evidence in the evaluation, diagnosis and management (non-surgical and surgical) of common forefoot pathologies through a case-based format.
Specialty Medicine (SPMED)

POD 3225. Case-Based Infectious Disease. (1 Credit Hour)
Infectious Disease is one of four academic courses that contribute to the third-year Case-Based Podiatric Medicine and Surgery Capstone. The course is designed to integrate the basic sciences with the clinical sciences in a manner where students are able to apply previous information presented to a clinical situation. Students will use learned skills and knowledge as well as develop new skills to solve clinical problems. They will apply evidence based evaluation skills to evaluate the literature and select the most appropriate course of action in dealing with a clinical problem. The Infectious Disease Course requires the students to apply findings from existing medical evidence in the evaluation, diagnosis and management (non-surgical and surgical) of common lower extremity infectious diseases conditions through a case-based format.

POD 3227. Emergency Medicine Simulation Rotation. (1 Credit Hour)
This third-year rotation is designed to expose students to concepts and techniques related to emergency medicine patient management. The rotation provides experience in history and physical examination, interpreting studies, CPR and identifying pathology related to cardiovascular, infectious disease, respiratory and orthopedic conditions. An important component of this rotation involves working as a member of a medical team.

POD 3228. Vascular Surgery Rotation. (2 Credit Hours)
This third-year clinical rotation is designed to provide students with a clinical experience related to history and physical examination techniques, appropriate diagnostic testing and interpretation, and management options for patients experiencing arterial, venous or lymphatic disorders. Students will be exposed to measures designed to prevent vascular diseases of the lower extremities.

POD 3229. Internal Medicine Rotation. (2 Credit Hours)
This third-year hospital based clinical rotation is designed to expose students to concepts and techniques presented in the preclinical clinical systems and podiatric curriculum. Concepts include performing complete history and physical examinations, developing differential diagnosis lists and formulating appropriate treatment plans. Students interact with patients with a variety of co-morbidities with an emphasis on the diabetic patient.

POD 3231. Comm-Based Pod Med/Surg Rotation. (4 Credit Hours)
This third-year clinical rotation is designed to provide students with a clinical experience in both an office-based and ambulatory surgery center learning environment. Students are assigned to podiatric physicians in the community and participate in patient care covering a broad range of foot and ankle conditions. This rotation enables students to see first-hand current trends in a podiatric practice.

POD 4217. Clinical Skills Assessment. (1 Credit Hour)
This course is designed to help the student develop into a well-rounded fourth year student-physician ready to enter residency training. The course will allow the student to demonstrate to the faculty of the College during the fourth year of clinical training, successful completion of clinical skills deemed necessary for a 4th year student.

POD 4220. Podiatric Medicine/Surgery Rotation. (4-20 Credit Hours)
Fourth-year students are required to complete 24 weeks of podiatric medical/surgical clinical rotations. These are four-week supervised hospital based rotations designed to provide students a clinical experience in podiatric medicine, podiatric radiology, podiatric surgery and biomechanics. The podiatric medicine rotation is selected by the student through the American Association of Colleges of Podiatric Medicine clerkship process.

POD 4221. Core Rotation. (4-12 Credit Hours)
Fourth-year students complete a 12-week supervised hospital based rotation designed to provide students equivalent didactic and clinical experience in podiatric medicine, podiatric radiology, podiatric surgery and biomechanics. The student will also complete two to four weeks of non-podiatric rotations determined by core facility resources and approved by the Associate Dean for Clinical Affairs. The core rotation is selected by the student through the Office for Clinical Affairs.

POD 4222. Private Practice Rotation. (4-12 Credit Hours)
This four-week fourth-year supervised podiatric private practice rotation is designed to provide students a clinical experience in podiatric medicine with emphasis on aspects related to private practice such as federal and state regulations, exposure to insurance products, and practice management.

POD 4223. Academic Medicine Rotation. (4-16 Credit Hours)
The College offers a 4-week experience to fourth-year students having an interest in academic medicine as a career. Students will work with the Dean and CPMS faculty on various administrative and teaching responsibilities associated with their appointments. Participating students will present a lecture, facilitate a small group session, attend various meetings and submit a capstone paper of this experience.

POD 4224. Medicine Rotation. (4-16 Credit Hours)
Fourth-year students must complete a four-week rotation in family medicine, internal medicine or a medical specialty. The rotation is designed to expose students to the concepts and techniques of various medical specialties. Concepts include performing complete history and physical examinations, developing differential diagnosis lists and formulating appropriate treatment plans.

POD 4225. Medical Specialties Rotation. (4-12 Credit Hours)
This is a 2-4 week fourth-year clinical rotation in one of many medical specialties including but not limited to internal medicine, dermatology, emergency medicine, general surgery, orthopaedic surgery, infectious disease, neurology and physical therapy. Specific objectives exist for each of these specialties. In addition to the clinical training students will gain valuable interprofessional experience by interacting with other medical specialists and the relationship with podiatric medicine.

POD 4226. Research Rotation. (4-12 Credit Hours)
As a requirement of the CPMS Research Track, fourth-year students are required to complete 3-4 weeks of research elective time. This is also available to students not participating in the Research Track. Students will use this time to work with a faculty mentor on current research projects, developing new ideas or to complete projects that are in progress.

POD 4227. Global Health Rotation. (4 Credit Hours)
Through the Office of Global Health and with the approval of the CPMS Associate Dean for Clinical Affairs, fourth-year students may complete a 4-week medicine rotation at a University approved site. This is based on the availability of the rotation and how this fits into the student's fourth-year schedule. This rotation may satisfy the Medicine requirement of the fourth-year.

Specialty Medicine (SPMED)

SPMED 2030. Reproductive and Sexual Health. (1 Credit Hour)
This elective course is offered in partnership with Planned Parenthood of the Heartland as education & training for possible internships. Training will cover reproductive health and available reproduction options. Trainers from Planned Parenthood, under the supervision of the coordinator, will present the course material.
SPMED 2032. Healthy Food Preparation. (0.5 Credit Hours)
This elective course is designed to introduce the student to some basic methods for preparing meals that incorporate ingredients associated with health risk reduction. The emphasis will be on preparing healthy, tasty and economical dishes as simply as possible, utilizing regional cuisines from around the world. All dishes prepared will be eaten by participants. Students will be encouraged to share and demonstrate any cooking techniques they have acquired.

SPMED 2100A. Early Clinical Experiences A. (0.5 Credit Hours)
This course includes two independent experiential learning laboratories that are required for second-year D.O. students. In the Gynecology Laboratory, hands-on experience using mannequin model training for gynecologic pelvic examination is followed by the primary learning experience - performance of a live "patient" pelvic examination. The second course area is a Neonatology Laboratory, offering students training in assessing and stabilizing a newborn in the delivery room, obtaining a history, performing a physical exam in the hospital nursery, charting in the nursery, care of the well newborn, and common variants on physical exam. (0.5 credit hour)

SPMED 2100B. Early Clinical Experiences B. (0 Credit Hours)
Students not completing all of the course components of SPMED 2100A due to scheduling will do so during this course. (0.0 credit hours)

SPMED 2104. Ophthalmology. (1 Credit Hour)
This course covers the fundamentals of the ocular examination for the primary care physician. The student should be able to diagnose and manage, or refer, the most commonly seen ocular disorders including acute visual loss, chronic visual loss, ocular and orbital injuries, amblyopia and strabismus, red eye, neuro-ophthalmologic disorders and ocular manifestations of systemic disease.

SPMED 2105. Specialty Medicine: Derm/Al ENT R/O. (3 Credit Hours)
The clinical specialty areas of ears, nose, and throat (ENT), dermatology and allergy, and rheumatology and orthopedics constitute the Specialty Medicine course. For the ENT block, the primary goal is to provide the student with a broad overview of the conditions and diseases affecting the ears, nose, sinuses, mouth, larynx, and neck. This block will also introduce the student to the diagnostic evaluation and treatment of these conditions. The dermatology and allergy block is an introduction to clinical dermatology, including a review of basic text, anatomy, pathology, diagnosing, and treatment/management. Both benign and malignant skin lesions are reviewed, as well as viral, bacterial, and systemic causes of dermatological conditions. A review is also given on burn therapy and wound management. Lastly, the rheumatology and orthopedics block will provide an extensive comprehensive review of the musculoskeletal system, including the diagnosis and management of musculoskeletal disorders and injuries.

SPMED 2115. Basic Surgical and Medical Skills. (1 Credit Hour)
This lab course is taught over a period of six weeks. The course provides an introduction to the perioperative environment including dress, behavior, and principles of asepsis. Practical skills are taught with simulation and models that apply to surgical and medical clerkships. Material regarding documentation and perioperative anesthesia is covered. With participation by physicians the emphasis of the course is on practical medical and surgical skills, their indications, and technique.

SPMED 2122. Geriatrics. (2.5 Credit Hours)
This course will introduce the student to the core concepts in gerontology and geriatrics that will enable the future practitioner in any of the specialties to better address the unique health care needs of their older patient. Content areas include general principles of aging, preventive care of the older adult, core principles of geriatric medicine, geriatric syndromes, public policy and the economics of geriatric healthcare in the United States, the multi-disciplinary geriatric health care team, and end-of-life issues.

System (SYST)

SYST 2101. Cardiovascular System. (3.5 Credit Hours)
The Cardiovascular System is a combination of didactic and case-based instruction that provides a thorough exposure to both the foundational and clinical sciences of cardiovascular disease. This course is designed to give an overview of the Cardiovascular System focused on the most relevant clinical presentations that will be encountered during the clerkship years, with emphasis on the pathology/pathophysiology, clinical findings, diagnosis and patient management.

SYST 2103. Hematology. (2.5 Credit Hours)
The course is designed to provide students with a thorough exposure to hematology, emphasizing basic science and clinical aspects pertinent to understanding normal function, pathophysiological derangements resulting in disease and appropriate diagnostic and treatment protocols utilized in addressing diseased states.

SYST 2105. Renal. (3 Credit Hours)
This combination of didactic and case-based instruction provides a thorough exposure to both the basic science and clinical aspects of renal diseases.

SYST 2106. Endocrine System. (2.5 Credit Hours)
Provides the student an overview of the basic science, the diagnosis and the management of common endocrine diseases. Clinical case presentations will illustrate common endocrine disorders.

SYST 2111. Gastrointestinal (GI) System. (3 Credit Hours)
This course integrates the foundational and clinical sciences related to digestive and metabolic disease with an emphasis on gastrointestinal pathology/pathophysiology, the interpretation of clinical findings, generation of a differential diagnosis, and the management of patients.

SYST 2114. Respiratory System. (3 Credit Hours)
This course aims to integrate the core elements of respiratory anatomy, physiology, and pathology with respiratory clinical medicine. It provides the student with an overview of the clinical aspects of the normal respiratory system and common respiratory pathologies, and guidance for the diagnosis, management and prevention of the most prevalent respiratory diseases.

SYST 2116A. OB/Gyn Sim. (0 Credit Hours)
This course is a simulation of a normal laboring patient, and a normal vaginal delivery. Each student performs a simulated vaginal delivery under supervision of faculty, with simulation of delivery room teamwork with other classmates. A required lecture precedes the laboratory experience to prepare students and to enhance the learning experience. The simulation performed by a faculty member is posted on D2L for students to review before their scheduled laboratory, and available for their review prior to their third-year clerkship in OB/Gyn.
SYST 2116B. Obstetrics/Gynecology. (2.5 Credit Hours)
A comprehensive introduction to human reproduction and women’s health, with emphasis on obstetrics and gynecology, and breast health and disease. Lectures and small group sessions and discussions are employed with case studies for enhanced learning opportunities.

SYST 2141. Neurology. (2 Credit Hours)
Provides the student with a working knowledge of the neurological problems most commonly seen in general practice and a familiarity with the temporal profile of a variety of neurologic diseases commonly encountered by a primary care physician. Students will learn to recognize a patient with a neurologic disorder, localize a lesion within the nervous system, generate a defensible differential diagnosis, initiate an appropriate diagnostic work-up and a rational management therapy.

SYST 2201. Clinical System I: Cardio/Pulmonary. (4 Credit Hours)
This course is designed to enable the student to progress from the basic sciences previously taught in this area to the appropriate level of clinical knowledge necessary for the practicing podiatrist. The course provides the necessary information through didactic and workshop forums to allow students to recognize both normal and abnormal function of the heart, lungs and the combined cardio/pulmonary system. Cardiovascular and pulmonary system overviews of pathology, diagnosis and management of the patient in both office and hospital settings are presented. The first portion of the course concentrates on the cardiovascular system, diseases and diagnosis. The last portion concentrates on the respiratory system, diseases and diagnostic methods. Diagnosis and management of the patient in both the office and the hospital are considered in the lectures presented.

SYST 2205. Clinical System IV: Neph/GI/Nutrition. (3.5 Credit Hours)
The Nephrology section of this course provides a description of the structure and function of the renal system and of the interrelations of the renal system with other systems. Common renal diseases are discussed with emphasis on podiatric manifestations. The Gastrointestinal section introduces the podiatric medical student to the principles of history taking and physical examination of patients with gastrointestinal disorders with emphasis on podiatric manifestations related to the gastrointestinal system. The nutritional system portion of the course reviews the macro and micronutrient components of the typical American diet and the relationship between these and the maintenance of health and the prevention/treatment of the diseases that are relevant to a podiatric physician.

SYST 2241. Clinical System III: Neuro/Beh Med. (3 Credit Hours)
This course provides the student with the necessary foundation through basic and clinical sciences to recognize the manifestations of neurological and behavioral disorders that will be seen in podiatric practice. The student will recognize normal and abnormal functioning of the central and peripheral nervous systems, as well as common behavioral problems and the circumstances that evoke behavioral/emotional responses. Although neurology has historically concerned itself with the organic basis of diseases and behavioral medicine with “functional” diseases that do not have a structural basis, the two disciplines are now more closely aligned. The course will focus on the underlying neuromotor disturbances that contribute to disease and explore the relationship between behavioral problems, psychiatric diagnoses, and patient cooperation.

SYST 2244. Lower Extremity Dermatology. (2 Credit Hours)
This course provides the podiatric medical student with an understanding of diagnosis and management skills for dermatological conditions affecting the lower extremity and the systemic diseases associated with skin and skin-related structures.
## ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>ANAT 2003</td>
<td>Cranial Nerves - A Case-Based Approach</td>
<td>1</td>
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<tr>
<td>ANAT 2026</td>
<td>Problem-Based Anatomy</td>
<td>1</td>
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<tr>
<td>ANAT 2031</td>
<td>Human Development</td>
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<td>ANAT 2052</td>
<td>Forensic Osteology</td>
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<td>ANAT 2065</td>
<td>Coronary Circulation</td>
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<td>ANAT 2071</td>
<td>Community Health Immersion Project</td>
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<td>ANAT 2072</td>
<td>Tools for Teaching</td>
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<td>BHVMD 2076</td>
<td>Improv Skills in Health Care Setting</td>
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<td>BIOC 1122</td>
<td>Problem-Based-Learning (PBL) Biochem</td>
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<td>CEE 2078A</td>
<td>Practical Foundations for Medical Education</td>
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<td>CEE 2078B</td>
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<td>DO 2083</td>
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## CATALOG UPDATES

### 2019-2020 Catalog Updates

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