Des Moines University, a private graduate university of the health sciences, is pleased to provide this catalog for the 2012-13 and 2013-14 academic years.

This catalog provides detailed information about the University’s degree programs in osteopathic medicine, podiatric medicine, physical therapy, post-professional 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. Along with courses, you will find research opportunities, educational organizations and community events to participate in at DMU.

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
ACADEMIC CALENDARS & INFORMATION

2012-2013 ACADEMIC YEAR

2012
May 30 - June 1 Orientation for new PA students
August 7 Orientation for new students
August 13 Year I classes begin
November 21-25 Thanksgiving break – No classes
Dec. 22 - Jan. 6 Winter break

2013
March 16-24 Spring break
May 31 Year I classes end

NOTE: For students in the PA and D.P.T. programs, short fall/summer breaks between years in the programs will be announced.

2013-2014 ACADEMIC YEAR

2013
May 29-31 Orientation for new PA students
August 6 Orientation for new students
August 12 Year I classes begin
Nov. 27 - Dec. 1 Thanksgiving break – No classes
Dec. 21 - Jan. 5 Winter break

2014
March 15-23 Spring break
May 30 Year I classes end

NOTE: For students in the PA and D.P.T. programs, short fall/summer breaks between years in the programs will be announced.

STATEMENT OF NONDISCRIMINATION
Des Moines University does not discriminate on the basis of race, color, ethnicity, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law in employment, admission or access to education programs, activities or health care.

Des Moines University has a specific policy on accommodations in educational programming, which may be accessed on the student portal. After an individual has been admitted to the University, he/she must notify the vice president for student services if the individual believes that he/she has a disability for which he/she is entitled to a reasonable accommodation. A designated representative of the University will meet with the individual to review the procedures adopted by the University regarding the reasonable accommodation of students with disabilities, including verification of the disability, the eligibility for a reasonable accommodation and the type of accommodation available.

Inquiries concerning the application of the University's policy of nondiscrimination should be directed to one of the following:

Provost
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
(515) 271-1505

Director of Human Resources
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
(515) 271-1485

Vice President for Administrative Services
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
(515) 271-1496

ABOUT THIS CATALOG
This catalog, published in December 2011, provides information about Des Moines University for classes entering in August 2012.

The information in this catalog does not constitute a contract between the University and the student. The University reserves the right to make changes in curricula, admission policies and procedures, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog, without giving prior notice. The University also publishes student handbooks that serve as guides to enrolled students. These handbooks contain more detailed information about the policies, procedures and organizations of the University. Enrolled students are advised to refer to each document as needed.
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ABOUT THE UNIVERSITY

Founded in 1898, Des Moines University is the only private medical school in Iowa. The institution offers superior academics in a collaborative environment. Graduate-level, professional degree programs are offered in osteopathic medicine, podiatric medicine, physical therapy, physician assistant studies, health care administration, public health, anatomy and biomedical sciences.

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

VISION
Des Moines University will be:
• The leader in innovative health education that promotes lifelong learning
• A cultivator of distinctive faculty and student researchers who discover and disseminate new knowledge
• A leader and partner of choice in the delivery of services that enhance health, wellness and education in our communities
• A policy consultant and catalyst in healthy community transformation

ACADEMIC QUALITY AND CONTINUOUS IMPROVEMENT
Des Moines University strives to continuously improve the programs, offerings and services provided to students and the community. Organizational learning leads to improved educational quality, student experience and student satisfaction. As a student-focused institution, DMU achieves academic and process improvement through input from future and current students as well as alumni. DMU conducts multiple surveys each year to gather this information and data and encourages students to participate in each study. This information further helps the University to evaluate and improve learning outcomes, offerings and services that focus on graduate health professions education.

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

Founded in 1898 as the Dr. S. S. Still College of Osteopathy, the institution has several times undergone changes in name and location to accommodate expanding enrollment and programs of study.

Renamed Still College of Osteopathy in 1905, with a two-year program of instruction, the school continued to grow and prosper. During the 1940s the name was changed to Des Moines Still College of Osteopathy and Surgery, reflecting a broader curriculum of medical studies. During this period the College hospital and first clinic building were acquired. These facilities provided enhanced clinical training opportunities for students and additional health care settings through which to serve the community.

In 1958 the institution was renamed the College of Osteopathic Medicine and Surgery. The first satellite clinic was established in 1963. In 1971 the Dietz Diagnostic Center, a specialty clinic, began operation as a major outpatient facility.

In 1972 the College moved to its present 24-acre site on Grand Avenue. During the ensuing years, enrollment in the College more than doubled. Since the time of founding, the College has educated nearly 11,500 osteopathic physicians.

Recognizing the need for additional members on the health care team to complement physicians in health care delivery, in 1980 the Board of Trustees voted to establish the College of Podiatric Medicine and Surgery and the College of Health Sciences. These colleges, with the College of Osteopathic Medicine, form the osteopathic medical university.

The College of Podiatric Medicine and Surgery – the first podiatric college in the nation to be part of a health sciences university – awarded the Doctor of Podiatric Medicine (D.P.M.) degree for the first time in 1986.

In the College of Health Sciences, the charter class of the Physician Assistant Program received the Bachelor of Science (B.S.) degree and the Physician Assistant Certificate in 1983. The first graduates of the Health Care Administration Program received the Master of Science (M.S.) degree in 1986, and the first graduating class in the Program in Physical Therapy received the Master of Science degree in 1990.

Beginning in the fall of 1999, the University began offering a Master of Public Health degree program through the Division of Health Management within the College of Health Sciences. The Division of Health Management was disbanded in 2005, allowing the Health Care Administration Program and the Master of Public Health Program to grow in separate directions, if needed, while still allowing collaboration.

Also in the fall of 1999, the University name was changed from University of Osteopathic Medicine and Health Sciences to Des Moines University – Osteopathic Medical Center. The name was changed to reflect the University’s expanding role in the community and state as both an educator and health services provider, and to reaffirm the institution’s historical roots in the city of Des Moines.

In the spring of 2002, Des Moines University received formal approval to begin offering the Master of Science in Physician Assistant Studies degree and the professional Doctor of Physical Therapy degree with the start of the 2002-03 academic year. These revised degree programs replaced the bachelor’s degree offered by the PA Program and the master’s degree offered by the P.T. Program.

In January 2003, the Post-Professional Doctor of Physical Therapy program was started. This unique online program allows students to continue practicing as a physical therapist while advancing their education.

In 2005 the Student Education Center was
completed and serves as the hub of campus life. Housed in the building are classrooms, the library, the bookstore, an auditorium, a wellness center, a cafeteria and coffee bar and administrative offices.

In 2007 the University received approval to begin offering Master of Science (M.S.) degrees in Anatomy and Biomedical Sciences through two new programs within the College of Osteopathic Medicine.

Students in clinical programs receive part of their training on campus through 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 Medical Education Center is adjacent to the clinic.

The University’s commitment to wellness extends beyond educational programs to the delivery of health care. Responding to a critical health care need of people in central Iowa who are unemployed, the University offers a comprehensive program of free medical care called “We DO Care.” The program provides health care services, such as family practice care, some immunizations for children and blood pressure screenings, to temporarily unemployed individuals and their families in central Iowa through Des Moines University Clinic. In addition, 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 more than 15,100 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.

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

Note: Members of the University’s Board of Trustees are listed in the section of this catalog titled “Directory.”

COLLEGES AND DEGREE PROGRAMS

COLLEGE OF OSTEOPATHIC MEDICINE

Osteopathic Medicine

The four-year Osteopathic Medicine Program leads to the Doctor of Osteopathic Medicine (D.O.) degree.

Anatomy

The Anatomy Program is a 40.5 credit hour program of study leading to the Master of Science (M.S.) degree in anatomy.

Biomedical Sciences

The Biomedical Sciences program is a 40 credit hour program of study leading to the Master of Science (M.S.) degree in biomedical sciences.

COLLEGE OF PODIATRIC MEDICINE & SURGERY

Podiatric Medicine

The College of Podiatric Medicine and Surgery offers a four-year program of study leading to the Doctor of Podiatric Medicine (D.P.M.) degree.

COLLEGE OF HEALTH SCIENCES

Physician Assistant studies

The Physician Assistant Program awards the Master of Science (M.S.) degree in Physician Assistant Studies.

Physical Therapy

The Doctor of Physical Therapy Program offers the Doctor of Physical Therapy (D.P.T.) degree.

The Post-Professional Physical Therapy Program offers the Doctor of Physical Therapy (D.P.T.) degree.

Health Care Administration

The Health Care Administration Program offers the Master of Health Care Administration (M.H.A.) degree.

Public Health

The Public Health Program offers the Master of Public Health (M.P.H.) degree.

Des Moines University is the only educational institution in Iowa exclusive to the health sciences.

ACCREDITATION

Des Moines University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, 30 North LaSalle St., Suite 2400, Chicago, Ill. 60602-2504. Telephone 312-263-0546; 800-621-7440; fax 312-263-7462. www.ncahelc.org.

Education programs within the University also have professional accreditation within their respective fields. Professional accreditation is listed in the college and program sections of this catalog.

RESEARCH

Students play a vital role in research at Des Moines University, which maintains laboratories and programs for basic, clinical and applied research. The research enterprise at Des Moines University allows students to share in the joy of discovery along with faculty mentors. Students frequently contribute to published faculty papers, make research presentations at national meetings and develop and pursue their own projects, several of which have drawn national interest.

Undergraduate students from colleges and universities in the central Iowa area also perform research in the University laboratories and, during the summer, undergraduate research students from around the country participate in these research experiences.

Laboratories are located in the recently renovated Ryan Hall, which provides state-of-the-art research facilities and equipment. The University has research laboratories in various disciplines, including immunology, infectious disease, cancer research, cell biology and molecular biology. Extramural funding for research from various government and industry sources, along with
University-based funding, help assure the vitality of the research efforts at DMU.

In addition to the research curriculum in physical therapy and podiatric medicine, the University offers an elective in research methods and ethics as part of the osteopathic and podiatric medical programs. A sampling of ongoing research projects include:

- The role of manual medicine in modulation of immune response
- Molecular biology of virulence and antimicrobial resistance in microbial pathogens
- Programmed cell death of cancer cells
- Use of viral agents as oncolytic mediators
- Research in bioethics and geriatrics
- The role of aging in pain perception
- Natural products in control of hypertension, diabetes and cancer
- Anti-sense oligonucleotide therapy for hypertension
- Studies of the biomechanics of the lower extremity and abnormal function
- Genetic polymorphism and disease risk.

PROFESSIONAL INTEGRITY CODE

The Des Moines University Student Honor Code was developed and approved in 1998 through the leadership and commitment of the Student Body. In 2010, the Honor Code underwent a thorough University-wide review that resulted in a process to update and revise the code. The new Professional Integrity Code reflects the student-faculty values of Honesty, Accountability, Collaboration and Inclusiveness which guide students in their professional development. Since the Code is supported by the entire Des Moines University community, it is very important that current students and all DMU employees embrace and adhere to the principles and practices of the Code. Detailed explanations of the values and procedures related to the Professional Integrity Code are included in the student handbooks.

WELL WORKPLACE

Des Moines University is the first university in the U.S. to receive the Platinum Level Well Workplace Award. A Well Workplace is an organization fully embracing its responsibility for maximizing the health and well-being of its employees and students. Employee & student wellness is part of the overall business strategy and embodies the very vision and fabric of the organization.

ENROLLMENT

Total University enrollment is 1,604 (numbers from the 2011-12 year). The breakdown by college is as follows:

- College of Osteopathic Medicine – 915
- College of Podiatric Medicine and Surgery – 209
- College of Health Sciences – 480

INTERNATIONAL STUDENTS

Traditionally, most of our students come from within the United States. Under limited circumstances, Des Moines University will consider qualified non-U.S. citizens for admission into specified programs.

- Individuals who are not U.S. citizens nor permanent legal residents are eligible for admission only to the Post-Professional Doctor of Physical Therapy or the Master of Public Health online-only programs. International students are not eligible for admission to any other DMU program.

STUDENT HEALTH INSURANCE REQUIREMENTS

Students in clinical programs (D.O., D.P.M., D.P.T. and PA) are required to show proof of health insurance coverage as a condition of annual registration. The requirement applies only to clinical programs because the university’s affiliation agreements with hospitals and clinics specify that health care coverage is a condition of the agreement. Information on the policies and procedures is distributed each year in the spring.

THE CAMPUS

DMU’s campus is centrally located just west of downtown Des Moines near parks, the Art Center, apartment complexes, churches, synagogues, shopping areas, financial services and restaurants.

RYAN HALL

Ground Floor: Laboratories/classrooms and Standardized Performance Assessment Laboratory, Surgical Skills and Simulation Center
First Floor: Faculty offices, gross anatomy labs, research labs, security and University services
Second Floor: Faculty offices and research & grants

ACADEMIC CENTER

Lower Level: Lecture Halls 1, Ruza and 3, cardiac simulator lab, student mail center, lounge, IT help desk, vending
First Floor: College of Osteopathic Medicine dean, faculty offices, clinical affairs, global health
Second Floor: Physical therapy classrooms, College of Health Sciences dean’s office and support staff
Third Floor: Physician assistant and physical therapy classrooms, public health, health care administration, physician assistant and physical therapy faculty offices and support staff
Fourth Floor: Accounting, educational support services (academic counseling and multi-cultural affairs), community relations, financial aid, marketing and communications, registrar
Fifth Floor: Academic administration, administration & finance, continuing medical education, planning & technology, development, president’s office, provost’s office, student services, University counsel

STUDENT EDUCATION CENTER

Ground Floor: Auditorium, Summerfield’s Cafe and coffee bar, student lockers, student lounge and game room, employee lounge, Wellness Center, vending, ATM
First Floor: Matthew’s Bookstore, OMM classrooms, podiatry classroom, enrollment office, study/conference rooms, Wellness Center (access from ground floor)
Second Floor: Library collections and staff offices, large study/conference rooms, small study rooms

DES MOINES UNIVERSITY CLINIC

Ground Floor: Facilities
First Floor: Clinic administration, human resources, information desk, Olsen Medical Education Center (MEC), medical records, quality improvement
Second Floor: Institutional Computing, Teaching Learning Technology Center, print shop
Third Floor: Radiology & mammography center and general X-Ray/bone scan density screenings/ultrasound
Fourth Floor: Clinics (physical therapy/occupational therapy/speech therapy), Human Performance Laboratory
Fifth Floor: Primary care clinics, family
practice, internal medicine, (cardiology, geriatrics, nephrology)

Sixth Floor: Physicians' offices, occupational health services, student health services

Seventh Floor: College of Podiatric Medicine & Surgery dean's office, Foot & Ankle Institute, Podiatry Research Center, Diabetic Foot Center

Eighth Floor: Clinic Services for audiology, otoeptic manual medicine, ophthalmology, physical medicine and rehabilitation

Ninth Floor:

Tenth Floor: Conference room, academic offices for departments of Behavioral Medicine, Family Practice, Medicine, Ob/Gyn, Osteopathic Manual Medicine, Pediatrics, Surgery

LIBRARY

Located on the second floor of the Student Education Center, the library contains more than 56,000 books and bound periodicals and subscribes to nearly 3,500 medical and scientific journals and newsletters either in print or electronic format. The library is part of the wireless campus network for laptop users. The library provides circulation services, reference assistance and interlibrary loan and has access to MEDLINE and other computer databases through the library community on the portal. Students have access to additional resources through local and regional library networks and consortia. The library also has a 7,000-volume rare book room and archive collection of historical documents focusing on osteopathic medicine and medical education in the 18th, 19th and 20th centuries. In addition, there are 19 study or conference rooms located in one wing of the library. Learn more about the library at library.dmu.edu.

AUDIOVISUAL SERVICES

The audiovisual services department is responsible for campus instructional media services, including television production and maintenance and operation of all audiovisual equipment. Student employment is offered, with job openings in the class a student attends or nights and Saturday in the control room.

WELLNESS CENTER

DMU offers students, at no cost, a state-of-the-art, 25,000 square foot Wellness Center, located in the Student Education Center. The following are features of the Wellness Center:

- Indoor track
- Basketball/volleyball court
- Cardio machines – treadmills, stair steppers, stationary bikes, ellipticals
- Free weights/weight machines
- Wellness classroom for exercise and yoga classes
- Men's and women's locker rooms with showers
- Nutrition teaching kitchen

GLOBAL HEALTH PROGRAM

Des Moines University's Global Health Program gives students, faculty, alumni and others an opportunity to gain real-world experience in international medicine. The program offers experiences and electives beyond our country's borders. It provides breadth of cultural, social, political and clinical experiences that are not available within the United States. Global health experiences vary based on student interest. Opportunities range from short medical service trips to extended length international clerkships. International experiences are supported through electives and other on-campus programs. Des Moines University also hosts several student clubs that focus on global health issues. As the world becomes smaller and global health care needs grow, outreach becomes even more critical.

STUDENT CLUBS AND ORGANIZATIONS

To complement the academic and social interests of students, the University encourages active participation in campus clubs. Students may select from a roster of more than 50 clubs, special interest groups, committees, affiliates and honorary societies. Students have the opportunity to develop leadership skills, explore professional interests, participate in community service and be recognized for academic achievement. Clubs and organizations are managed through the Office of Student Services.

Alpha Eta is the national scholastic honor society of the allied health professions. Its purpose is to promote and recognize scholarship, leadership and contributions to the allied health professions.

The American Academy of Podiatric Sports Medicine Club (AAPSM) strives to promote education and the enhancement of knowledge in the field of podiatric sports medicine. Our goal is to provide students an opportunity to advance their understanding of evaluation, treatment, management, and prevention of lower extremity injuries in sports and fitness through educational seminars and workshops. We believe that through this mission, we will positively affect the public's awareness of podiatric sports medicine and its promise to ensure health and safety in the active individual.

The American Association of Women Podiatrists and Friends (AAWP & Friends) is an organization for both men and women. The mission of the student chapter of the club is to promote podiatric medicine and provide leadership in the advancement of the educational, social, and emotional well-being of members. Hands-on presentations are scheduled throughout the year, including self-defense and skin plasty. Other activities include speakers, fundraising, walking for the Juvenile Diabetes Research Foundation, and volunteering with local women's shelters.

The American College of Foot & Ankle Orthopedics and Medicine (ACFAOM) serves the interests of students by educating and informing podiatric medical students of the trends and developments in podiatric medicine, orthopedics and sports medicine. The club presents lecturers who are leaders in the various fields of podiatric medicine and also sponsors workshops and clinical rotations covering various aspects of podiatric medicine and sports medicine. The podiatric profession often works to enhance the scope of many orthopedic clinics around the country and this club enables its members to become aware of the many topics in the field. It will be the policy of the student chapter to present and maintain a broad, well-balanced program for all IPMSA members.

The American College of Osteopathic Family Physicians (ACOFP) is the national professional organization for osteopathic family physicians. Through its student chapters, ACOFP promotes awareness and interest in osteopathic family medicine. The DMU student chapter of ACOFP is very active both on campus and in the community, offering educational, community service, and recreational programs. The DMU-ACOFP chapter offers an abundance of opportunities for volunteering, as well as sponsors a mentoring program, access to preceptors, Grand Rounds Program, National Osteopathic Medicine Week activities,
scholarships and many other activities. All students in the College of Osteopathic Medicine are offered a free four-year membership and full access to these benefits.

The American Medical Student Association (AMSA), with nearly a half-century of medical student activism, is the oldest and largest independent association of physicians-in-training in the U.S. developed and governed by students. AMSA is involved in global health and service projects, works to increase awareness of social issues, and advocates for both osteopathic and allopathic medical students. AMSA is a leader in advocating for ethics and principles in medical practice and training through programs like PharmFree. AMSA has recently become the U.S. member organization of the International Federation of Medical Students’ Associations (IFMSA). Membership benefits include a four-year subscription to The New Physician journal, a discounted Atlas of Anatomy, a free one year subscription to the Winking Skull and a USMLE Anatomy study guide, a 5% discount at Barnes & Noble, discounts for car insurance, hotel accommodations and car rentals. The membership also provides the opportunity to network with other medical students throughout the country and so much more! Also, the AMSA website has many free programs for the Palm Pilot.

The American Osteopathic College of Physical Medicine and Rehabilitation (AOCPMR) DMU chapter is a nationally recognized organization for osteopathic medical students interested in the specialty of Physical Medicine and Rehabilitation, or PM&R. This field of medicine is centered on patients who have physical disabilities resulting from conditions affecting any system of the body. Physicians in PM&R are called physiatrists and treat patients who have suffered from: brain, spinal cord, and musculoskeletal injuries/disorders among other ailments. The goal of PM&R is to bring about a patient’s maximum physical restoration. The chapter’s mission is to help students learn more about the field through guest speakers, clinical and community service opportunities, and provide information regarding residency programs.

The Anesthesiology Club is open to COM students that have an interest in anesthesiology. The group's mission is to promote anesthesiology and offer opportunities to learn about various aspects of the specialty and subspecialties within the field by bringing speakers to the campus and through other activities. The primary goals are to provide a forum for students who share an interest in anesthesiology to exchange information and to help prepare students interested in pursuing anesthesiology in residency. The group maintains a national connection through the American Society of Anesthesiologists medical student component. Dues are $30 annually, $10 of which is for membership to the American Society of Anesthesiologists. Included in ASA membership is the journal Anesthesiology and a monthly ASA newsletter as well as resources provided by the ASA.

The Association of Military Osteopathic Physicians and Surgeons (AMOPS) is directed at students attending medical school on scholarship with the military or Public Health Service. The primary goals of the chapter are to assist members in obtaining information concerning officer training, the scholarship itself, military clinical rotations, residency programs, and medicine in a military environment, and to provide information on life in the military in general. Some of our scheduled plans include team building and combat training exercises at Camp Dodge, club BBQ, opportunities to volunteer, plus a variety of interesting speakers with various military experiences. We’re looking forward to sharing more information with students about a great way to finance their education!

The Christian Medical Association is the local affiliate of the national Christian Medical and Dental Association. The club’s focus at DMU is to encourage students to live their lives for Christ and to assist them in their faith, as they become physicians and health care professionals. Weekly meetings at noon provide time for praise and worship, speakers, and prayer. Outside of the noon hour, men’s and women’s Bible studies meet weekly and fellowship events are held monthly. Unique opportunities to serve the local community exist through a free clinic and a homeless shelter.

The purpose of the College of Health Sciences Student Government Association (CHS SGA) is to promote Des Moines University throughout the community, and to improve communication between students, faculty, and administration within the College. In addition, the CHS SGA will allocate funds for the College of Health Sciences and coordinate activities for interaction amongst the programs.

The College of Osteopathic Medicine Student Government Association (COM SGA) acts as the official representatives of the COM student body in all matters with regard to the faculty, administration, fellow professionals, and the general public. Functions of the COM SGA include providing a mechanism for student governance over issues and events affecting the College of Osteopathic Medicine, to evaluate and promote the teaching and the practice of the art and science of osteopathic medicine, and to facilitate cooperation, communication, and understanding among the various health science disciplines within DMU. Other responsibilities include representing the students of COM to the college’s external publics, including community and professional organizations, supporting the clubs organized within the College of Osteopathic Medicine and to consider all requests for funding through student government funds held within the College of Osteopathic Medicine.

The Community Ambassadors Program (CAP) is an organization open to all who are interested with teaching and interacting with the community. In this program people are asked to give on and off campus organ demonstrations to kids ranging from elementary school to undergraduate school. This program allows students to have hands on teaching experience with members of the community.

The Conservation and Sustainability Committee was initiated in 2008 through the energy and environmental consciousness of our students to research current recycling efforts, identify additional options to support a “green” campus, and promote sustainability in campus operations. The areas through which DMU supports sustainability include solid waste reduction and recycling, energy conservation and efficiency, transportation, food service, campus grounds and campus planning. Students who are interested in developing a more effective and comprehensive on-campus recycling program are encouraged to join the Conservation & Sustainability Committee. As a medical sciences institution dedicated to wellness, it is appropriate that we support and foster a healthy, prosperous and sustainable future for all of society.

The Council of Presidents is the official advisory body to the Office of Student Services for issues and matters affecting the student body. It is composed of the
presidents of all classes and all Student Government Associations on the campus. The Council meets monthly. Examples of discussion topics include lecture capture, strategic planning for the University, social networking guidelines, community service activities, student satisfaction surveys, and Honor Code reporting procedures. The Council also assists in the planning for Orientation and advises on policies for student health insurance, club operations, and other university policies and procedures that affect student welfare.

The Dermatology Club is open to all students at Des Moines University. It was created to raise student, staff, faculty and public awareness of present and future preventive and palliative dermatological care. It introduces students to information regarding residency training and necessary steps to competitive applications in this field. The club creates excellent educational and clinical training opportunities aimed at enhancing dermatological health for dermatological specialists and primary care providers. Our goal is to build a strong network for medical students and residents who are working to become tomorrow’s providers of healthcare in the field of dermatology and other primary care fields.

The Des Moines University American Health Lawyers Association is a group open to all Des Moines University students with an interest in the legal environment surrounding the health care field. With over 10,000 members nationwide, the AHLA is the largest nonpartisan, educational organization focused on the legal issues in health care. The AHLA has a broad member base and includes those practicing law in private firms and government, as well as health care professionals. Student members can take advantage of electronic access to the Health Law Archive and career center. Students also receive special pricing on teleconferences and face to face AHLA events.

The Des Moines University Chamber Orchestra, is a string music performing group comprised of DMU faculty and students. Typical performances include DMU campus events, such as conferences, receptions, legislative events and the annual body donor memorial service. The orchestra will also play community events if requested. The orchestra’s repertoire includes both classical and contemporary pieces. String players of all levels are welcome with some performance experience preferred!

The Des Moines University Choir, invites students from all programs to participate. Practice is held on a weekly basis with more frequent rehearsals as a performance nears. A wide variety of musical styles are rehearsed and the choir is looking for all vocal ranges. The group averages nearly 20 students, but all are not obligated to sing in every event. The choir has been involved in on-campus events such as the Veterans Day observance and Commencement Banquets.

Des Moines University Health Leaders participate in the American College of Healthcare Executives (ACHE) Higher Education Network. The Des Moines University Health Leaders group strives to provide opportunities for students and executives to interact, explore issues regarding successful leadership and management, build an evidenced-based approach to leading and managing health care organizations, share knowledge and experiences, and learn with each other how to build a strong network of current and future Iowa health care leaders. Our mission is to provide opportunities for practical experience and to build professional development through enhanced networking capabilities within the community.

The Emergency Medicine Club, nationally registered with the American College of Osteopathic Emergency Physicians and the American College of Emergency Physicians, serves students interested in emergency medicine. Members have opportunities to learn new, cutting edge information from speakers engaged in emergency services. Members are also able to develop skills through various workshops organized by the EM club including casting, intubation, EKG, and suturing clinics. The club has shadowing programs available to members through Mercy’s EM department as well as ride-alongs with West Des Moines Emergency Medical Services. The Emergency Medicine Club can also help students network with professionals which is beneficial to those who plan to practice emergency medicine.

The Gay Straight Alliance acts as an avenue for lesbian, gay, bisexual, transgender and straight students to celebrate our unique diversity in health care. The club focuses on promoting acceptance and providing support for LGBT health care students, physicians and other health care providers, as well as offering opportunities for straight students to learn and better understand LGBT issues and culture. Activities center on education and awareness, including presentations on health care topics, anti-discrimination issues and unique aspects of caring for LGBT patients. Various area service events offer a chance for DMU students to share our goals with the community. All club events offer a safe and supportive atmosphere.

The Geriatrics Club provides the opportunity to enhance educational exposure to elderly patient care, diagnosis and treatment. Geriatrics Club members expand their knowledge of geriatric medicine and gerontology which permeate every health care field. Our activities include physician shadowing, hosting the fall Senior Health Fair, and many other opportunities to interact with older adults. The Geriatrics Club is open to all interested students and works with various older adult resource centers including AARP.

The Global Health Student Club is committed to providing medical care to underserved populations both locally and abroad. Our goals are to provide opportunities for students to work with underserved and diverse patient populations, to develop an awareness of public health concerns faced globally, and to support the greater efforts of the DMU Global Health department.

The Hanawalt Literacy Army Program is a one-on-one tutoring program at a local elementary school (Hanawalt Elementary) offered through the Pediatrics Club on campus. The main focus is to help improve reading skills and comprehension in students who are struggling or are behind grade level. It is a great way to get off campus and is also an extremely rewarding opportunity. The time commitment is only 30 minutes a week and the Hanawalt teachers are flexible with exam/lab/class schedules.

The Holistic Medicine Club seeks to advocate healing practices that incorporate the entire human (body, mind, and soul). We provide information on popular alternative therapies not taught in the standard medical curriculum. Speakers are brought to campus to share their expertise in Complementary and Alternative Medicine (CAM) techniques, such as meditation, acupuncture, and many other non-traditional approaches to medicine. The club also raises awareness to holistic medicine through its community service and campus-wide activities. Our ultimate goal is the promotion of compassionate, open-minded future physicians.
and health care practitioners. All students are invited to join; holistic enthusiasts and nay-sayers alike. Knowledge is power; get informed with HMC!

**Homeless Camp Outreach** is open to all members of the Des Moines University community. Our goal is to establish personal, caring relationships with the homeless around Des Moines in which the campers' dignity and humanity is validated. To achieve this goal, we visit area homeless camps weekly, educate volunteers about the lives of homeless people, partner with other existing homeless camp outreaches, organize supply drives to provide small living essentials and connect campers to medical services, including the DMU Mobile Clinic.

The **Infectious Disease and Public Health Club (IDPHC)** is open to all students of the University. Its mission is to enlighten students on issues and events in the areas of public health and infectious diseases, particularly those which are emerging and could affect individuals in the United States. Our goal is to provide presentations and interactions on campus with people who have first-hand experience with these issues.

The **Innominate** is a student-run newsletter that serves as the modern day descendant of The Log Book, a publication first printed nearly a century ago at the college that would one day be called Des Moines University. The Innomite is a quarterly publication that accepts submissions from all students of all colleges at DMU. The subject matter, which ranges from art and poetry to politics and the DMU curriculum, is of a different character than other publications at the university (such as the Abaton and DMU magazine) in that it is written by DMU students for DMU students. As such, it offers an outlet for current students that would not be possible in any other medium. Opportunities for student involvement include one-time submissions, regular contributions, or leadership experience as a member of the editing staff. Those with artistic inclinations or experience with similar publications are especially encouraged to offer their services to the project.

The **International Medicine Club** is aimed at promoting the importance of multicultur- alism in medicine today. A social organization at heart, the club attempts to bring students of all heritages and backgrounds together to learn from each other in order to broaden our worldview. Understanding the way people's culture and belief systems influence their lifestyle and perception of health is critical to administering care. IMC aims to inspire DMU students to seek out diverse environments to practice medicine both here in the US and abroad and to do so with confidence. Actively supporting all organizations and events on campus, the International Medicine Club has been a vital part of DMU’s commitment to cultural awareness and the celebration of the diversity in America.

The goal of the **Iowa Medical Society (IMS)** is to promote medical education through community service projects. The club will also offer opportunities to work with other medical students in the state and emphasize the importance of cooperation between MDs and DOs. Through delegates in the student chapter, students will also have an opportunity to influence medical legislation at the state level. Membership through DMU/IMS will also allow students to join the AMA which entitles them to a free set of Netter's Anatomy flash cards and a subscription to JAMA. Students will also receive a free back pack for joining DMU/IMS.

The **Iowa Podiatric Medical Students Association (IPMSA)** functions as the governing body for students in the College of Podiatric Medicine and Surgery (CPMS), with the president of IPMSA also being the president of the CPMS Student Government Association. Every podiatric medical student is required to maintain membership in IPMSA. IPMSA holds monthly meetings in which all CPMS students are invited and play a role as a voting member. IPMSA serves as an umbrella organization over all podiatric clubs. IPMSA sends APMSA representatives from each class as well as the president to semi-annual American Podiatric Medical Students Association meetings. These representatives convey CPMS student opinions and return with information about a variety of topics such as board exams, residency structures, scholarships, and other opportunities for all podiatric medical students. Dues also allow members to receive the monthly Journal of the American Podiatric Medical Association (JAPMA) and the APMA News. All students are automatically registered in IPMSA and the membership fee appears on their tuition statement.

The **Jewish Medical Student Association** believes there is an opportunity to explore faith and promote understanding of the Jewish faith in connection with the practice of medicine. The Jewish Medical Student Association will have regular formal exchanges and social events among Jewish and non-Jewish students to extend and deepen understanding of one another. The club will be an opportunity for Jewish students to incorporate their faith into their medical school education as well as future medical practice.

The **Master of Public Health Student Club (MPHSC)** is focused on uniting students around a common interest in public health action. This group serves as a central access point for interdisciplinary collaboration, socialization, and experiential learning for Des Moines University local and distance learners in the MPH program and other DMU academic programs. The MPHSC mission is to enhance networking within the community of scholars in the public health program at Des Moines University. We strive to foster education, learning and service to promote the health of communities.

The **Medical Humanities Special Interest Group** will provide a forum for interested participants to discuss areas of medicine that are not necessarily covered or emphasized in the core curriculum. Topics may address the social determinants of health or the environmental, cultural and spiritual dimensions that shape the health of populations. Students will have the opportunity learn more about global public health, health systems, health policy, and health disparities. The Medical Humanities SIG will be responsible for the management of the optional Bigger Picture Summer Reading Program – a program that allows incoming freshmen to read a book on one of four topic areas and discuss the book in a small group facilitated by second years. In addition, a documentary film is screened that encompasses one or more of the reading group subject areas. The Medical Humanities SIG will read 3 additional books during the rest of the school year and screen 3 films related to those topics.

The **Medical Students for Choice (MSFC)** was organized to promote an understanding of women's reproductive health and to ensure that women receive the full range of reproductive health care choices. The club's objectives are to create awareness regarding the present and future of women's reproductive health care through educational efforts; create excellent educational and clinical
training opportunities aimed at enhancing women's reproductive health care; and build a network of support and resources for medical students who are working to become tomorrow’s pro-choice health care providers. Dues are $10 for first-year students and $5 for second-year students and MPH students.

The Muslim Osteopathic Student Association (MOSA) is a local chapter of the National Islamic Medical Association. The organization offers students a forum to celebrate extensive contributions of Islamic medicine and to encourage its practice. The organization further serves as a spiritual conduit for those seeking to live by Islamic values and tenets. Weekly and daily prayers are offered in congregation. The organization works intimately with Des Moines area mosques in alleviating medical, education and financial hardships of indigent populations. Membership in MOSA is open to all medical students.

The Neurology Club was organized to explore the complex array of medical, psychological and social issues impacting upon the ill patient. The club will present speakers and programs to discuss the connection between the functions of the organ system and the functions of the brain, thereby laying a strong foundation for understanding mind-body relationships. Neurology Club also offers educational opportunities to complement classroom learning, service opportunities, and research presentations.

The Obstetrics and Gynecology (Ob/Gyn) Club was organized to provide exposure to topics relating to obstetrics, gynecology, and women's health through speakers and activities. The club will present speakers to educate students about the various paths in the Ob/Gyn field. There will be opportunities to participate in community service projects that are within the Ob/Gyn spectrum, including observations at the Broadlawns Medical Center OB Clinic.

The Oncology Club and Honor Society was established to provide exposure, for its members and those interested in oncology, to clinical, community and translational research aspects of the field. All students enrolled in COM, CPMS or CHS are eligible to participate. All club members are encouraged to be active in Oncology Club activities, but in order to attain Honor Society induction, the active member must complete tasks in a minimum of five categories including, but not limited to, research presentations, clinical observation, meeting attendance, grand rounds, tumor boards, student cancer conferences and volunteer opportunities. Successful completion of the active participant objectives will result in membership induction in the Oncology Honor Society, recognized by certification.

The Pediatrics Club is all about gaining experience, service and fun. We are dedicated to offering monthly meetings where students will learn about the profession and be inspired to make it through one more night of late studying. The Peds Club wants to help students determine if pediatrics is a profession they would like to pursue. To fulfill that goal, the club has lunchtime pediatric specialist speakers and residency dinners. In addition, members have the opportunity to perform school physicals, tutor elementary students in reading and help with SOS babysitting in order to gain real-life experience with kids. In our commitment to service, the club has numerous interactive events such as the Orchard Place Halloween Party, House of Mercy Holiday Party, Children's Cancer Connection Camps, Heart Connection Cancer Camp, Youth Emergency Services Shelter Shoebox project and much more! Whenever there is the time, we have an uplifting activity. All DMU students are welcome to join the club. The only requirement is a love of children!

Physical Medicine and Rehabilitation is a rapidly growing field of medicine. The DMU PM&R interest group gives students the opportunity to learn more about the field as first- and second-year D.O. students. The group meets to discuss questions about the field and learn about local and national rehabilitation opportunities such as shadowing and rotations.

Pi Alpha is the national physician assistant honor society organized for the promotion and recognition of significant academic achievement, leadership, research, community/professional service and related activities. Pi Alpha encourages a high standard of character and conduct among both physician assistant students and graduates.

Pi Delta (Iota Chapter) recognizes the academic achievements of students in the College of Podiatric Medicine and Surgery. The primary objective of Pi Delta is to promote high scholarship in the podiatric sciences in order to progressively advance the profession. Election into Pi Delta symbolizes high scholastic achievement and provides a professional scholarship incentive. Another important objective of Pi Delta is the promotion of scholarly fellowship by bringing together students and faculty in a fraternal-scholastic relationship. Regular meetings of Pi Delta emphasize the professional aspects of podiatric medicine and serve as a guide for instructive study and research.

Pediatrics Club involves more than 100 members on and off campus and offers an array of activities to encourage participation and service. One such activity is a recruiting dinner with Blank Children's Hospital residents and interns. Another big event is a winter holiday party for children living at the House of Mercy Shelter. The club also sponsors monthly luncheon meetings, which include a lecturer who speaks about a pediatric specialty topic. Other activities include fund-raising activities for children, holiday parties, performing school physicals, and more. All DMU students are welcome to join, and all that is required is a love of children!

The Physical Therapy Club is a voluntary extracurricular club designed to supplement the growing and learning experiences of students, as well as provide opportunities for leadership roles. Community service activities are available based on member interest and have included volunteering for, Habitat for Humanity, Special Olympics, SCI Golf Outing, Wesley Acres, and Stroke Club. P.T. Club sponsors activities in October to celebrate National Physical Therapy Month and participates in the Senior Health Fair each year. Activities occur throughout the year to enable students to relate to those with movement limitations. Community speakers will make presentations to enhance knowledge concerning current topics in Physical Therapy and health care.

The Physician Assistant Club is geared towards current PA students, encouraging them to promote academic achievement, clinical excellence, and professional identity. Since the medical field is such a changing and advancing area of study, our goal is to keep abreast of current medical developments and apply our skills within the community. Also, since the PA is a relatively new member of the health care team, we will educate both the public and DMU about the contributions PAs have made toward advancing medicine.
Pi Alpha is the national physician assistant honor society organized for the promotion and recognition of significant academic achievement, leadership, research community/professional service, and related activities, and the encouragement of a high standard of character and conduct among both physician assistant students and graduates.

Pi Delta (Iota Chapter) recognizes the academic achievements of students in the College of Podiatric Medicine and Surgery. The primary objective of Pi Delta is to promote high scholarship in the pediatric sciences in order to progressively advance the profession. Election into Pi Delta symbolizes high scholastic achievement and provides a professional scholarship incentive. Another important objective of Pi Delta is the promotion of scholarly fellowship by bringing together students and faculty in a fraternal-scholastic relationship. Regular meetings of Pi Delta emphasize the professional aspects of pediatric medicine and serve as a guide for instructive study and research.

The Podiatric Practice Management & Journal Club (PPMJC) covers two facets, podiatric practice management and effectively researching the medical literature. A practice management seminar with a prominent member of the podiatric profession is held each semester. These guest speakers discuss a variety of topics, such as procedures for setting up a podiatric office and the keys to a successful practice. Additional meetings are designed to help students prepare for clinical rotations and residency. An essential adjunct to a podiatric education is early exposure to the journal reading necessary for continuing education in this specialty field. Knowing how to use the latest evidence-based research in the care of the foot and ankle is a crucial task for all podiatric students to master by the time they enter practice. PPMJC has regular journal topic assignments to read for our discussions on critically reading medical literature. These sessions emphasize learning the most efficient ways to delve into medical literature to prepare for rotations and residency, as well as giving an early step up into the clinical picture for 1st and 2nd year students.

The Preventive Medicine Club is involved in promoting health and fitness for Des Moines University students, staff, faculty and surrounding community. Prevention awareness is accomplished through blood pressure screenings, Personal Wellness Profile (PWP), guest lecturers (about preventive medicine, occupational medicine, and nutritional) and community education. In addition, each spring the Preventive Medicine Club organizes a Beach Body Bootcamp to encourage and promote healthy, active lifestyles of students. Club members also participate in community education by volunteering with the Boys and Girls club at a local middle school. This club provides an excellent opportunity for students to work with the Wellness Department in our efforts to increase awareness about the importance of preventing disease through exercise, stress management, health screening and proper nutrition.

The Psychiatry Club develops programs that expose the membership to various psychiatry specialties and topics through a variety of lectures and laboratories. The club also seeks to provide a broader education in the field of psychiatry.

Sigma Sigma Phi (SSP) is the National Osteopathic Honor Society that is actively involved in organizing several large conferences throughout the year, as well as many community and campus projects. Each local chapter represents those students who excel academically and who show a strong commitment to extracurricular involvement. Those students who are academically eligible are invited to apply for membership during the Fall and/or Spring membership drive. SSP membership may be looked at favorably by many competitive residencies.

Significant Others' Support (SOS) is the only organization for spouses and significant others of students attending Des Moines University. Significant Others' Support gives spouses and significant others of DMU students a better understanding of the medical world and each step of the training process. SOS also provides a unique support system and a connection to DMU and the Des Moines community. For more information regarding SOS, please visit www.dmusos.org.

The Sports Medicine Club is open to all DMU students interested in the well being of athletes. This club provides luncheon lectures with speakers in all areas of Sports Medicine (e.g., family practice physicians, orthopedic surgeons, athletic trainers, and PTs). The club also attempts to provide opportunities for members to work with the local sports medicine physicians. The club hosts an annual taping clinic and does many community service activities with local athletes.

The Student American Academy of Osteopathy (SAAO) is a nationally recognized organization with an extremely active chapter on the DMU campus. Our goal is to provide diverse, “hands on” opportunities to learn what Osteopathic Manipulative Medicine (OMM) is all about. The club accomplishes this by sponsoring innovative workshops and luncheon programs with nationally renowned osteopathic physicians. SAAO also sponsors the Osteopathic Finish Line (OFL), which provides an OMM treatment tent at local road races, and an opportunity for members to practice their OMM skills outside of the classroom environment. Joining SAAO provides students with multiple opportunities to experience DMU’s unique osteopathic point of view.

The Student Chapter of the American College of Foot and Ankle Surgeons (SCACFAS) introduces students to the fundamental principles and practices essential to the surgically oriented podiatric physician. Included in monthly meetings are interactive surgical skills labs, case presentations and a clinical perspective in regard to the surgical aspects of primary care. The club also stresses the importance of an interdisciplinary approach to total foot care.

The Student National Medical Association (SNMA) is the nation’s oldest and largest organization focused on the needs and concerns of medical students of color. SNMA is committed to strengthening the educational pipeline that flows from elementary schools into medical school, by fostering scientific interest in elementary students and mentoring them as they progress through high school and college. The club’s programs are designed to (1) serve the health needs of under-represented communities, educating people about important health matters; and (2) ensure that medical services are sensitive to the needs of culturally diverse populations. SNMA is also committed to reducing morbidity and mortality in underserved communities by focusing on educating and empowering those communities to make healthy lifestyle choices.

The Student National Podiatric Medical Association (SNPMA) is a national organization dedicated to bringing podiatric medicine awareness to the local communities, especially to the minority communities. Our local chapter’s goal is to increase awareness
of pediatric medicine in Des Moines by volunteering for community-oriented projects including serving food at the local Catholic Worker House, sports events, and fundraising for nonprofit organizations. We also provide information on proper foot care and career opportunities to high school students through Des Moines University’s Community Awareness Program. Dues are $20 for membership in both the local chapter and National Podiatric Medical Association.

The Student Osteopathic Internal Medicine Association (SOIMA) raises interest and provides information in regard to the multi-disciplinary field of internal medicine, which includes General Internal Medicine, Hospitalist Medicine, Adolescent Medicine, Allergy/Immunology, Cardiology, Endocrinology, Gastroenterology, Geriatrics, Hematology, Infectious Disease, Nephrology, Oncology, Pulmonary, and Rheumatology. Regular club activities involve lectures on important topics and cases in internal medicine provided by local clinicians, as well as student-organized community service activities. Members of the club have many opportunities to become acquainted with residents in the various subspecialties of internal medicine through grand rounds and shadowing opportunities. SOIMA also sponsors the annual Residency Dinner where students have the opportunity to sit down and talk one-on-one with physicians in the field of internal medicine. These events allow club members to become more familiar with the many challenges and rewards experienced by a practice in internal medicine.

The Student Osteopathic Medical Association (SOMA) is the representative body for osteopathic medical students across the nation, and actively links students to the members, philosophies and activities of the Iowa Osteopathic Medical Association (IOMA) and the American Osteopathic Association (AOA), the state and national governing organizations of the osteopathic medical community. The Des Moines University-SOMA chapter works locally to assist osteopathic medical students throughout their medical school training by providing educational lectures, community service opportunities, and a strong support system and professional network. Nationally, SOMA works to promote awareness of student concerns to the AOA, to provide benefits that will make life as a medical student more enjoyable, and to address issues that affect not only the osteopathic medical community, but society in general.

The Student Osteopathic Orthopedic Association (SOOA) aims to form a bridge between Osteopathic Medicine and Orthopedic Surgery. The group tries to provide all members with the opportunity to change the future of Osteopathic Orthopedic medicine and promotes the development of well educated and experienced health care practitioners. To do this, the club will invite orthopedists to come speak to club members regarding orthopedics as a career, the residency application, the orthopedic residency, as well as other areas of interest. The group is working to provide members with local shadowing opportunities, setting up various teaching assistant driven surgical skills/suturing clinics, as well as physician directed surgical dissections.

The Student Osteopathic Surgery Association (SOSA) is an organization of students interested in expanding their knowledge of surgery and surgical techniques through activities such as guest lectures, procedure/simulation workshops, suturing clinics, knot tying labs, mentoring programs, conventions and socials with fellow students and surgeons. SOSA is the student division of the American College of Osteopathic Surgeons; thus joining SOSA will also provides a connection to surgeons in practice and the benefits of their national organization. All students are welcome to join because all specialties involve some aspects of surgery.

Student Physicians for Social Responsibility (SPSR) is guided by the values and expertise of medicine and public health, and works to protect human life from the gravest threats to health and survival. With this intention, through education, dialogue, and collaboration with other groups, SPSR strives to achieve a just world. As a special interest group, our objectives are to increase understanding of social issues on our campus and in our community through awareness and advocacy.

The Student Senate is the communicating voice for relations between the student body, the faculty and the administration on issues and events that affect and involve the entire student body at Des Moines University. Intra-college issues are the responsibility of each college’s Student Government Association. The Student Senate focuses on the activities and communication in the areas defined as social, welfare, financial aid, honor code and professionalism.

The Student Technology Advisory Committee advises the Chief Information Officer on matters relating to student technology resources and use at Des Moines University and provide a forum for discussion of students’ technology issues and the development of recommendations. The committee is composed of two representatives from each on-campus class in the D.O., D.P.M., D.P.T. and PA programs. Administrative representatives, in addition to the CIO, are the Executive Vice President and the Vice President for Student Services.

Students for Life is an organization that promotes the pro-life viewpoint and deepens the understanding of the dignity of the human person before and after birth. The club provides factual information upon which individuals may make an informed decision about the various topics of fetal development, abortion, alternatives to abortion, and euthanasia. DMU Students for Life also provides information concerning support systems and services available to provide assistance to women who face or may be faced with unplanned pregnancies. The club will bring in speakers, provide presentations, and provide literature concerning these topics.

The mission of the Women’s Medical Alliance (WMA) of DMU is to improve the personal and professional well being of its members, increase the influence of women in all aspects of the medical profession, and enhance the quality of women’s health care. The club sponsors speakers addressing issues that women face both as patients and health care providers. Community involvement includes volunteering with the Senior Health Fair, Race for the Cure, Breast Cancer Awareness Month activities, and blood drives. Another successful WMA sponsored event is Girls in Science Day, which is a program to encourage involvement of middle school aged girls in the sciences.
Throughout its history, the College of Osteopathic Medicine (COM) has maintained a tradition of dynamic growth and academic excellence. Founded in 1898 as the Dr. S. S. Still College of Osteopathy, the College was first housed in a simple two-story building. The first class of 40 students followed a curriculum based on the osteopathic concept that good health is an outgrowth of the proper functioning of all body systems.

Today students follow a four-year curriculum that prepares them to become osteopathic physicians through an integrated program of lectures, laboratories and clinical experiences in hospitals and ambulatory care facilities.

Campus facilities have grown from a single building in downtown Des Moines – which was home to the College from 1927 to 1972 – to an expansive education complex occupying 24 acres. In addition to the on-campus clinic, core clinical rotations have been established with hospitals throughout Iowa and the Midwest.

While gaining strength from the past, the College sees in the future an increasing opportunity to develop 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.

MISSION
To educate tomorrow’s osteopathic physicians, health educators and scientists in a collaborative environment where the principles of health, wellness, and research foster effective, professional and empathic care of individuals and populations.

VISION
To position the College as a leader in medical education and health by pursuing and meeting the highest standards of academic and clinical achievement.

ACCREDITATION
The College of Osteopathic Medicine is accredited by the Council of College Accreditation (COCA) of the American Osteopathic Association. The Council is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the specialized accrediting body for osteopathic medical education. As an accredited college, COM is a member of the American Association of Colleges of Osteopathic Medicine (AACOM).

STUDENT/Academic Services

BOOKS AND EQUIPMENT

Doctor of Osteopathic Medicine Program
Each medical student must obtain a stethoscope, sphygmomanometer and other diagnostic instruments as recommended by the faculty during the first year. Students may purchase books, instruments and supplies at Matthew’s Bookstore, located on the first floor of the Student Education Center. A first-year student should allot $3,000 for books and equipment.

Master of Science in Anatomy
Each anatomy student must obtain materials as recommended by the faculty during the first year. Students may purchase books, instruments and supplies at Matthew’s Bookstore, located on the first floor of the Student Education Center. A first-year student should allot $1,000 for books and equipment.

Master of Science in Biomedical Sciences
Each biomedical sciences student must obtain materials as recommended by the faculty during the first year. Students may purchase books, instruments and supplies at Matthew’s Bookstore, located on the first floor of the Student Education Center. A first-year student should allot $500 for books and equipment.

FOOD SERVICES
Summerfield’s Café, located on the ground floor of the Student Education Center, provides food service during breakfast and lunch hours. A coffee bar is open extended hours for students’ convenience. Vending machines are located on the lower level of the Academic Center, in Des Moines University Clinic, on the ground floor of the Student Education Center and in the main level of Ryan Hall.

HOUSING
While on-campus housing is not available at DMU, the Greater Des Moines area offers a variety of affordable housing options, many of which are within walking distance of the campus. The University’s website links students to housing opportunities.

STUDENT HEALTH SERVICES
Student Health Services, located in Des Moines University Clinic, offers free basic health care to full-time students enrolled in the osteopathic, podiatric, physical therapy, physician assistant, anatomy or biomedical...
sciences programs. Immediate family members are also eligible. Services include routine health care similar to a family practice setting. Allergy shots and a limited number of laboratory services are provided free of charge. Services provided in other departments of the Clinic will be billed at full charge. Student Health Services is open 8 a.m. – 5 p.m., Monday through Friday. Noon hours are reserved for students’ urgent health care needs.

EDUCATIONAL SUPPORT SERVICES

Student Counseling and Diversity Services are located within the Division of Educational Support Services. Students are encouraged to utilize these services to help navigate the internal and external stressors of graduate school.

Student Counseling

The University realizes that students may be faced with unpredictable challenges and pressures that may interfere with their academic, professional and personal wellness. Students who are facing such barriers are urged to seek the services of student counseling. The dedicated staff members in the Student Counseling Office are professionally trained and licensed to educate students on intervention strategies when confronted with relationship difficulties, depression, anxiety, substance abuse, limited test-taking and study skills and other emotional and/or academic difficulties. There is no limit on number of sessions and insurance is not needed. All services provided by student counseling are free and confidential.

Diversity Services

The University is committed to fostering a University community and campus climate that values and actively supports inclusiveness and diversity. This division of Educational Support Services promotes programming designed to increase understanding and appreciation of diverse cultures, attempting to reduce prejudice, educate and promote social justice. This office also helps students to maneuver and interpret policies and regulations regarding visas, insurance and other immigration-related documents.

CHILD CARE

Dependent children of students and employees receive priority consideration for openings as they become available at Children’s Garden childcare center. The center is located at Wesley Acres Retirement Community adjacent to the DMU campus. Students interested in this service should contact the Office of Student Services. The University website also provides a link to other online resources for those seeking childcare.

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 monitor academic achievement and provide guidance and assistance in meeting academic requirements, serve as mentors to students, assist students with study and coping skills, write letters of recommendation and inform appropriate departments of student concerns.

CAREER PLANNING

The College of Osteopathic Medicine, in the office of Clinical Affairs, utilizes the Careers in Medicine Program to assist students in career planning. This comprehensive program allows students to explore all residency specialties to assist them in making critical career decisions.

STUDENT HANDBOOK

The Student Handbook is available online and supplements the information in this catalog, providing information on the policies, procedures and services that guide students during enrollment at DMU. New students are introduced to the policies and procedures contained in the Handbook at orientation and are strongly encouraged to familiarize themselves with this important resource.

TRANSCRIPTS AND CONFIDENTIALITY

A written request and payment of the appropriate fee by the student is required for each transcript. 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 education 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.

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. Transcripts will not be issued to, or on behalf of, any student or graduate who has delinquent financial obligations to the University. 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 (see next page). Notification of Rights: Family Educational Rights and Privacy Act (FERPA) FERPA affords students certain rights with respect to their educational records.

They are:

1. 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.

2. 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.
3. 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 law enforcement 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 listed on the “Release of Student Educational & Directory Information” form.

DOCTOR OF OSTEOPATHIC MEDICINE

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 upon an increasing body of scientific evidence, osteopathic medicine emphasizes four main principles:
1. The human body is a unit, and all body systems are interdependent.
2. The body possesses self-regulatory mechanisms that provide resistance to, and recovery from, injury and disease.
3. Structure and function are interrelated, providing the basis for osteopathic manual treatment.
4. Appropriate prevention and treatment of all disease processes is based on an understanding of the body unit, its self-regulatory mechanisms and the relationship between 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.

ADMISSION POLICIES

The admission policies of the Doctor of Osteopathic Medicine program ensure selection of students with appropriate preparation to meet the rigors of the challenging curriculum in medical education. These policies define acceptable premedical education and designate admission procedures. All admission requirements must be completed prior to matriculation. Prospective students should carefully note specified deadlines. The practice of osteopathic medicine requires good communication skills, an understanding of individuals within their social environment, logical and quantitative thinking and a solid background in the sciences. To meet these requirements, students are encouraged to complete a diversified undergraduate program.

The application process culminates with a personal interview at Des Moines University. Because of limited openings, the Admission Committee invites only those candidates considered to have the greatest professional promise. The Committee bases decisions on academic achievement, activities, personality, character, motivation and promise shown by candidates. Advanced standing based on prior course work is not given.

MISREPRESENTATION

Misrepresentation in, or omission from, admission credentials, particularly information concerning previous felony or misdemeanor convictions, will constitute improper behavior under the Student Evaluation Mechanism provisions of the COM Student Handbook.

MULTIPLE APPLICATIONS

Concerning students applying to the University for the first time: 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. *Dual degree (D.O./M.H.A., D.O./M.P.H., D.O./M.S.A., D.O./M.S.B.S) is the only exception.

Concerning currently enrolled students: 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 another DMU program may not transfer into the D.O. Program. In order to be considered for admission to the D.O. Program, students must first withdraw from the other DMU program.
MINIMAL TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION

The College of Osteopathic Medicine is pledged to the admission and matriculation of all qualified students and acknowledges awareness of laws that prohibit discrimination against anyone on the basis of race, color, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Regarding disabled individuals, the College will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards as set forth herein. In adopting these standards, the College must keep in mind the ultimate safety of the patients its graduates will eventually care for. The standards reflect reasonable expectations of osteopathic medical students and physicians in performing common functions.

TECHNICAL STANDARDS

The holder of a D.O. degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the D.O. degree must be able to consistently, quickly and accurately integrate all information received, and must have the ability to learn, integrate, analyze and synthesize data.

A candidate for the D.O. degree must have abilities and skills of eight varieties, including: observation; communication; motor; sensory; strength and mobility; visual integration; intellectual, conceptual, integrative and quantitative; and behavioral and social. Technological accommodations can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

1. **Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand.

2. **Communication:** Candidates and students should be able to speak, hear and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture and perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

3. **Motor:** Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

4. **Sensory:** Since osteopathic candidates and students need enhanced ability in their sensory skills, it would be necessary to thoroughly evaluate for candidacy individuals who are otherwise qualified but who have significant tactile, sensory or proprioceptive disabilities. This would include individuals with significant previous burns, sensory motor deficits, cicatrix formation and many malformations of the upper extremities.

5. **Strength and Mobility:** Osteopathic treatment often requires upright posture with sufficient lower extremity and body strength; therefore, individuals with significant limitations in these areas would be unlikely to succeed. Mobility to attend to emergency codes and to perform such maneuvers as CPR is also required.

6. **Visual Integration:** Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, it is necessary to have adequate visual capabilities for proper evaluation and treatment integration.

7. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Candidates and students must be able to concentrate, analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must also perform these functions in a timely manner and under a reasonable amount of stress since physicians are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Candidates and students must be able to accurately write prescriptions, accurately perform basic mathematical functions and accurately and quickly read charts with minimal error in areas where there may be distractions. The practice of medicine demands the ability to integrate and process information promptly and accurately in a time-sensitive environment. Candidates must be able to draw on their store of knowledge in emergency situations and under time limitations.

8. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills and interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

The College of Osteopathic Medicine will attempt to develop creative ways of offering the medical school curriculum to...
competitive, qualified disabled individuals. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to the education of an osteopathic physician.

ADMISSION REQUIREMENTS

A bachelor’s degree from an accredited institution is required. Required courses must be completed before registration. The minimum grades recommended for application are a 3.0 cumulative GPA and a 3.0 science GPA on a 4.0 scale, and at least a “C” in each of the six prerequisite areas.

General Biology 8 hours, with lab
General Chemistry 8 hours, with lab
Organic Chemistry 4 hours, with lab
Physics 8 hours, with lab (or 4 hours Physics with lab +3 hours of Statistics)
English: Comp/Literature/Speech 6 hours
Biochemistry 3 hours

NOTE: Meeting minimum requirements does not guarantee an interview or admission.

Recommended Courses: Cell Biology, Genetics, Anatomy (preferably human), Human Physiology, Microbiology/Immunology, Developmental Biology, Statistics, General Psychology.

Students must be able to successfully achieve the instructional goals of the College and pass both written and practical examinations in all areas, including physical diagnosis, patient care, osteopathic manual medicine, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS). Refer to the technical standards in this section.

Residents of foreign countries wishing to apply for admission are advised to spend at least one year at an accredited college or university in the United States. During this time, students can become acclimated to the culture and academic practices of this country.

PERMANENT RESIDENTS

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card (“green card”) prior to admission.

NOTE: Permanent residency status “pending” is not eligible for admission.

NON-U.S. CITIZENS

Applicants who are not U.S. citizens or permanent residents are not eligible for admission. Please review the information for international students on page 7.

APPLICATION PROCESS

Applications for the first year of study leading to the Doctor of Osteopathic Medicine degree are submitted through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), 550 Friendship Blvd., Suite 310, Chevy Chase, MD 20815-7231. Call (301) 968-4100 or visit www.aacom.org for more information.

The application must be completed online at www.aacom.org. Designate DMU as an institution to receive the application. The College strongly advises early application. AACOMAS generally begins accepting applications in May.

- Upon receipt of the AACOMAS file, we will send information for completing our online Supplemental Application if the applicant meets the minimum criteria established by our Admission Committee. There is a $50 non-refundable application fee. If the applicant does not meet the minimum criteria, we will send a letter of explanation.
- MCAT – In order to interview, we must have the applicant’s MCAT scores, which cannot be more than 3 years old. Scores not more than 2 years old are preferred. MCAT information can be obtained at www.aamc.org/students/mcat.
- Supply one letter written by a non-related health care professional (physician, a nurse or volunteer coordinator) describing the applicant’s exposure to patients and their ability to perform in a medical setting.
- Supply two letters of recommendation written by science professors. DMU will only accept letters from hard science instructors (biology, chemistry, physics). Letters from social science professors (psychology, sociology, anthropology, etc.), although welcome, will not count toward completing the file. OR supply one letter from a pre-medical or prehealth committee.

All letters of recommendation should be on the writer’s letterhead and sent directly from the writer.

All completed applications are reviewed. A limited number of applicants are invited to the College for a personal interview. Offers of acceptance are based on a combination of academic records, the interview and letters of recommendation.

SPECIAL APPLICATION PROCESSES

Qualified applicants may be eligible to apply for early acceptance or early enrollment (3+4) options. Applications for both of these options are available on the website. There is a non-refundable $50 application fee.

The early acceptance option allows highly motivated, exceptional students who would like to begin medical school following their junior year of undergraduate studies but prior to earning a bachelor’s degree. The undergraduate institution must agree to award a bachelor’s degree upon completion of the first year of the D.O. curriculum.

Qualifications, prerequisite course work and additional information can be found at dmu.edu/com.

PROCEDURES FOR ACCEPTED STUDENTS

Students accepted for admission to the College must:

- Submit an official transcript from each college or university attended along with a $1,000 seat deposit in installment payments, which is applied toward tuition.
- Complete any required courses and a bachelor’s degree prior to matriculation.
- Have a physical examination and complete an immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement.
- Complete a criminal background check through Verified Credentials. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant.
- Have medical insurance coverage that provides comprehensive major medical
Program must satisfy all of these requirements:
- Complete a criminal background check prior to transfer,
- Must be enrolled at DMU-COM for a minimum of two years,
- Meet all DMU-COM Osteopathic Manual Medicine (OMM) requirements prior to graduation,
- Meet all graduation requirements of the class they transfer into as specified in the Student Handbook,
- 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 Enrollment Management office.

GRADUATE STUDY
Opportunities for graduate study may be available to qualified students. For additional information, contact the Dean’s Office.

DUAL DEGREE PROGRAM
Students who have been accepted to the D.O. Program may be eligible for a dual enrollment option leading to a Master of Health Care Administration (M.H.A.) degree, a Master of Public Health (M.P.H.) degree, a Master of Science in Anatomy (M.S.A.) degree or a Master of Science in Biomedical Sciences (M.S.B.S) degree. Students interested in pursuing a dual degree may take Health Care Administration or Public Health course work during the summer trimester prior to the start of D.O. classes. Applications for a dual degree in Anatomy or Biomedical Sciences will be available at the conclusion of the first semester of D.O. course work. Students interested in these options should contact Enrollment Management for additional information.

RURAL MEDICINE EDUCATIONAL PATHWAY
Students with an interest in underserved rural medicine may apply for tuition scholarships at the time of COM acceptance. In addition, any students with an interest in rural medicine may participate in a multi-year course of elective studies to enrich their medical education in preparation for a career in rural medicine.

PATHWAYS OF DISTINCTION
At the end of the second year, students may apply for admission into Pathways of Distinction in Global Health Research or Medical Education. If accepted into either of these Pathways, the student and the associate dean of clinical affairs will work together to individualize the student’s third- and fourth-year schedules to meet the certificate requirements of the Pathways program.

CURRICULUM OVERVIEW
The four years of osteopathic medical school preceding graduate medical education are divided into a preclinical and a clinical phase (“2 + 2” curriculum). The preclinical phase occupies the first two years, and the clinical phase occupies the third and fourth years. The first year of the curriculum is focused on fundamental scientific principles that support the study of medicine. The second year builds on the science foundation and offers an integrated organ system approach that includes basic and clinical science. The curriculum uses a combination of lectures, case-based discussion, small group discussion and laboratory exercises. Other features of our curriculum are:
- Intensive OMM training in years one and two.
- A wide selection of electives offered in years one and two.
- A large number of standardized patient encounters that correlate with the systems courses.
- A longitudinal personal wellness profile.
- A state-of-the-art human simulation lab that provides intensive training in a variety of clinical scenarios throughout the entire four-year curriculum.
- Opportunities for international rotations and global health service trips.

The clinical phase (84 weeks) of the curriculum begins in August of the third year and continues until graduation. The third and fourth years are spent in teaching hospitals, clinics and community service agencies to learn the practice of medicine in a clinical setting. These periods of instruction are called clerkships or clinical rotations and are discussed under the heading “The Clinical Years.”
The structure

2.5 An introductory molecular

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 1101 Gross Anatomy</td>
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</tr>
<tr>
<td>ANAT 1104 Neuroanatomy</td>
<td>2</td>
</tr>
<tr>
<td>BIOC 1102 Biochemistry and Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOE 1120 Introduction to Medical Ethics</td>
<td>1</td>
</tr>
<tr>
<td>BLS 1101 Basic Life Support</td>
<td>0</td>
</tr>
<tr>
<td>HIST 1106 Cell and Tissue Biology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 1107 Physical Diagnosis</td>
<td>3.5</td>
</tr>
<tr>
<td>HMNTS 1111 Introduction to the History of Medicine</td>
<td>1</td>
</tr>
<tr>
<td>MICR 1103 Immunology/Microbiology/Virology</td>
<td>6</td>
</tr>
<tr>
<td>OMM 1101 Osteopathic Manual Medicine I</td>
<td>4.5</td>
</tr>
<tr>
<td>OSTE 0123 Electronic Core Disaster Life Support (online)</td>
<td>0</td>
</tr>
<tr>
<td>OSTE 1102 Fundamentals of Patient Safety and Clinical Quality I (online)</td>
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<tr>
<td>OSTE 1122 Geriatrics</td>
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</tr>
<tr>
<td>PATH 1109 Pathology</td>
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<tr>
<td>PHYS 1116 Introduction to Physiology</td>
<td>6.5</td>
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<tr>
<td>PSYC 1105 Behavioral Medicine</td>
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Year II

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<tr>
<th>Course No. &amp; Title</th>
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<tr>
<td>ACLS 2102 Advanced Cardiac Life Support</td>
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<tr>
<td>BIOE 2120 Medical Ethics II and Legal Topics in Clinical Medicine</td>
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<tr>
<td>BLS 2101 Basic Life Support</td>
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<td>HLTH 2102 Personal Wellness Profile</td>
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<td>HLTH 2103 ENT</td>
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<td>HLTH 2104 Ophthalmology</td>
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<td>LAB 2101 Ophthalmology Laboratory</td>
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<tr>
<td>LAB 2105 Gynecology Laboratory</td>
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<tr>
<td>LAB 2115 Basic Surgical Skills</td>
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<td>OMM 2101 Osteopathic Manual Medicine II</td>
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<td>OSTE 2102 Fundamentals of Patient Safety and Clinical Quality II (online)</td>
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<td>OSTE 2119 Preventive Medicine/ Nutrition</td>
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<tr>
<td>OSTE 2120 Evidence-Based Medicine</td>
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<tr>
<td>OSTE 2124 Infectious Disease/Public Health</td>
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<tr>
<td>OSTE 2125 Clinical Reasoning and Simulation</td>
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<td>OSTE 2133 Rheumatology/Orthopedics</td>
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<td>OSTE 2140 Introduction to Clinical Clerkships</td>
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<td>Peds 2124 Neonatology Laboratory</td>
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<td>PHARM 2115 Medical Pharmacology</td>
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<td>PSYC 2107 Psychiatry</td>
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<td>SYST 2101 Cardiovascular System</td>
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<tr>
<td>SYST 2103 Hematology/Oncology</td>
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</tr>
<tr>
<td>SYST 2105 Renal System</td>
<td>3</td>
</tr>
<tr>
<td>SYST 2106 Endocrine System</td>
<td>3</td>
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<tr>
<td>SYST 2111 Gastrointestinal (GI) System</td>
<td>3</td>
</tr>
<tr>
<td>SYST 2114 Respiratory System</td>
<td>3</td>
</tr>
<tr>
<td>SYST 2116 Obstetrics/Gynecology</td>
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<tr>
<td>SYST 2141 Neurology</td>
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</tr>
<tr>
<td>SYST 2144 Dermatology/Allergy</td>
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</table>

Electives (Not all offered every year)

- Animal Assisted Therapy
- Complementary & Alternative Medicine Clinical Research Methods/Ethics
- Cranial Nerves – A Case-Based Approach
- Cranial OMM Diagnostic Strategies
- Education for Physicians on End of Life Care Forensic Osteology
- Healthy Food Prep: Nutritional Survival 101 Interviewing and Communication Skills
- Introduction to Acute Coronary Cases
- Introduction to Pediatrics and Human Simulation
- Introductory Figure Drawing Medical Spanish, Beginning Medical Spanish, Intermediate Medicine & the Arts
- Pain & Pain Management Problem-Based Anatomy
- Problem-Based Learning Biochemistry Problem-Based Learning in Medicine: Learning through Interactive Video Education Reproductive Health Choices
- Rural Medicine I Rural Medicine II Spiritual & Religious Issues in Patient Care The Healers Art

* Satisfactory completion of Advanced Cardiac Life Support (ACLS) is required for all D.O. students prior to beginning clinical rotations. Completion of the course results in certification by the American Heart Association at the provider level.

SUMMARY OF COURSES

YEAR I

- **ANAT 1101 Gross Anatomy:** The structure of the human body is presented in lecture, laboratory, and computer learning models. Cadaveric dissection of each region of the body demonstrates normal form, common variations and pathological conditions. Normal function and clinical significance are stressed and reinforced through presentations by medical personnel. Additional lectures integrate the early development of body form and cellular organization with regional anatomy. (6.5 credit hours)

- **ANAT 1104 Neuroanatomy:** 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. Wherever possible, case studies and appropriate syndromes are also presented. (2 credit hours)

- **BIOC 1102 Biochemistry and Molecular Genetics:** 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. (4 credit hours)

- **BIOC 1102 Introduction to Medical Ethics:** 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. (1 credit hour)

**BLS 1101 Basic Life Support**: All students are required to achieve certification in Basic Life Support during the first academic year. (0 credit hours)

**HIST 1106 Cell and Tissue Biology**: A comprehensive study of human cell biology, basic tissues and organ systems (e.g., cardiovascular, gastrointestinal, integumentary and lymphoid). Wherever possible, the study of histology is translated to clinical relevance. The course consists of regularly scheduled lectures and laboratory periods. In laboratories, students study the light and electron microscopic structure of cells, tissues and organs through atlases, prepared slides, virtual microscope and computer-assisted learning software. (3 credit hours)

**HLTH 1107 Physical Diagnosis**: A lecture/laboratory course introducing 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. The Standardized Performance Assessment Laboratory (SPAL) is utilized to provide opportunities for evaluating clinical skills in a realistic setting with standardized patients. (3.5 credit hours)

**HMNTS 1111 Introduction to the History of Medicine**: Presented in a lecture format at the beginning of the first year, this course deals with the broad spectrum of medicine and healing. Course work introduces the history of medicine from its earliest practices to the evolution of the osteopathic medical profession during the 19th and 20th centuries. The development of osteopathic medicine through the thought and practice of Andrew Taylor Still is emphasized. (1 credit hour)

**MICR 1103 Immunology/Microbiology/Virology**: 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. (6 credit hours)

**OMM 1101 Osteopathic Manual Medicine I**: Through lecture and laboratory experience, provides the student with a basic understanding of the science, philosophy and art of osteopathic manual medicine. Students are taught anatomical landmarks, palpation and range of motion for osteopathic diagnosis and manual treatment as related to the hip, pelvis, lumbar spine, thorax, cervical spine and temporomandibular joint. (4.5 credit hours)

**OSTE 0123 Electronic Core Disaster Life Support**: This online course is an introduction to disaster response developed by the National Disaster Life Support Foundation that consists of approximately four hours of interactive lecture. Students are introduced to the D-I-S-A-S-T-E-R paradigm, which then introduces the student to the many facets of disaster response and mitigation. (0 credit hours)

**OSTE 1102 Fundamentals of Patient Safety and Clinical Quality I**: 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 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. (0.5 credit hour)

**OSTE 1122 Geriatrics**: 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, the multi-disciplinary geriatric health care team and an overview of end-of-life issues. (2.5 credit hours)

**PATH 1109 Pathology**: Develops a basis for the biological interpretation of disease processes by integrating the changes in structure and function associated with diseases and the relationship of symptoms to lesions. (3 credit hours)

**PHYS 1116 Introduction to Physiology**: An introduction to basic principles of physiology from the cellular level (membrane potentials, receptor physiology, transport mechanisms) to organ systems (cardiovascular, nervous, respiratory, gastrointestinal, urinary-renal and endocrine). This course integrates knowledge of anatomy and biochemistry and is considered a prerequisite for understanding physiology. (6.5 credit hours)

**PSYC 1105 Behavioral Medicine**: Designed to introduce the student to the psychological, social, behavioral and cultural basis of clinical medicine, this course focuses on common patient problems and the circumstances that evoke important behavioral/emotional responses. The course serves as an introduction to managing these problems and assists the student in more effectively communicating with patients and peers. Students are introduced to theories of human development throughout the individual and family life cycle, and key transitions that may create individual/family stress. Students should develop increased insight into their own personal functioning and feelings. Each student participates in the Standardized Performance Assessment Laboratory (SPAL) with the goal of practicing communication skills introduced in the course. (2 credit hours)
LAB 2105 Gynecology Laboratory: Is a brief hands-on experience relative to gynecologic pelvic examination. Plastic training models will be available; however, the primary learning experience will be the performance of a pelvic examination upon a live “patient.” (0 credit hours)

LAB 2115 Basic Surgical Skills: Under the direction of surgical residents and surgical nurses, second-year medical students learn basic aseptic technique, clinical and operative skills. Skills emphasis includes suturing and knot tying, foley catheter and nasogastric tube insertion, peripheral vascular access, venous cut-down and catheterization, cricothyroidotomy, chest tube insertion, arterial puncture and central line placement. Student application of new psychomotor skills is provided through hands-on procedure and computer simulation labs. (1 credit hour)

OMM 2101 Osteopathic Manual Medicine II: Through lecture and laboratory experience, this course provides the student with a basic understanding of osteopathic diagnosis and manual treatment of the musculoskeletal-fascial system as related to the knee, ankle, foot, cranium, shoulder, elbow, wrist and hand. Clinical integration of disorders in the musculoskeletal system are taught from an osteopathic perspective. Students also receive supervised, individualized on-site and off-site opportunity to observe, diagnose and use manual treatment on patients according to the discretion of the physician in charge. (4 credit hours)

OSTE 2102 Fundamentals of Patient Safety and Clinical Quality II: 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. (0.5 credit hour)

OSTE 2119 Preventive Medicine/Nutrition: An introduction to the role of clinical preventive medicine in promoting health and preventing disease, disability and premature death from a population-based perspective. The course examines the role of screening, chemoprophylaxis and behavior modification in achieving these goals. Emphasis is given to the role of the successful physician in promoting healthy lifestyles in the communities they serve. A major component of this course is an introduction to the principles of nutrition, especially as it relates to the prevention of disease. Students will be encouraged to review their own nutritional habits and the influence these may have on a physician’s role as patient counselor. (2 credit hours)

OSTE 2120 Evidence-Based Medicine: This course provides the student with an introduction to evidence-based methods to evaluate medical literature. This course approaches evidence-based medicine by means of lectures and literature review assignments. (1 credit hour)

OSTE 2124 Infectious Disease/Public Health: Emphasizes the major infectious diseases in terms of etiology, epidemiology, treatment, control and prevention. These diseases are discussed by individuals in the fields of infectious diseases and public health. The combination of didactic and case-based instruction will provide exposure to the basic science and clinic aspects of infectious diseases. (2 credit hours)

OSTE 2125 Clinical Reasoning and Simulation: This is a clinically oriented course consisting of three components: simulation laboratory experiences, clinical reasoning lectures and Standardized Performance Assessment Laboratory (SPAL) experiences. The course provides the student with an introduction to essential reasoning skills needed in clinical practice. The course stresses assimilation and integration of information obtained during the history and physical examination, use of common statistical methods, establishment of differential diagnoses, appropriate laboratory and ancillary tests, and clinical decision-making. Students are responsible for all information taught up to the time of their simulation cases and SPAL experiences. The course approaches clinical reasoning through lectures, group discussion, clinical case simulations and SPAL experiences. (2.5 credit hours)

OSTE 2133 Rheumatology/Orthopedics: An introduction to the normal structure and function, as well as disorders of the musculoskeletal system. Fractures, dislocations and the other common disorders of bones and joints are presented by clinical orthopedic surgeons. In the rheumatology portion of the course, rheumatologists present the
basic factors involved in connective tissue disorders. Current methods of diagnosis and treatment, as well as an understanding of basic immunological principles, are emphasized. (1.5 credit hours)

**OSTE 2140 Introduction to Clinical Clerkships:** The clinical clerkships are a time for accelerated learning and professional maturation in the skills of becoming a physician. This course serves as a bridge from pre-clinical study to clinical clerkships. It will present the clinical survival skills necessary for the art and practice of patient-centered health care. (1 credit hour)

**Peds 2124 Neonatology Laboratory:** Offers students a small group practical experience in three sessions. Time is spent on obtaining a history, performing a physical exam in the nursery at a hospital, charting in the nursery, how to care for the well newborn, common variants on physical exam and common genetic syndrome findings. (0 credit hours)

**PHARM 2115 Medical Pharmacology:** This course introduces the basic principles of medical pharmacology and pharmacodynamics. The focus of the course is on the detailed mechanisms of drug actions and interactions as they relate to various clinical systems and pathologies. Several important topics in pharmacology are emphasized including autonomic pharmacology, neuropharmacology, cardiovascular pharmacology, pharmacogenomics, medical toxicology, herbal medicines and geriatric pharmacology. The course uses lecture, small group discussions, human patient simulations and clinical scenarios to teach a holistic understanding of the appropriate use of drugs for therapeutic intervention. (5.5 credit hours)

**PSYC 2107 Psychiatry:** 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 – Fourth Edition – Text Revision*, 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. (2.5 credit hours)

**SYST 2101 Cardiovascular System:** This course is a combination of didactic lectures and case presentations that provides a thorough exposure to both the basic science and clinical aspects of cardiovascular disease. (3 credit hours)

**SYST 2103 Hematology/Oncology:** The Hematology and Oncology course is an introduction to the important principles underlying normal and pathological conditions associated with blood and cancer. Both pediatric and adult malignancies will be presented. The Hematology section will address normal and abnormal laboratory examinations, hemoglobin and metabolism, chronic and acute leukemias, clotting disorders and immunohematology. The Oncology section will address all the major cancers, their epidemiology and treatment. Treatment will include principles of radiation oncology, surgery and chemotherapy. In addition, students will be presented with information on dealing with terminal patients, including communication with adults and children and consideration of palliative care. (3 credit hours)

**SYST 2105 Renal System:** Provides the student with a foundation of basic and clinical aspects of the renal system through lectures and case presentations. An overview of current diagnosis and management of renal diseases will be presented. (3 credit hours)

**SYST 2106 Endocrine System:** 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. (3 credit hours)

**SYST 2111 Gastrointestinal (GI) System:** This course provides an in-depth study of gastrointestinal pathologies and their prevention and management so that the student receives an appropriate foundation for correlation with clinical clerkships. This is achieved through the integration of the basic and clinical sciences. (3 credit hours)

**SYST 2114 Respiratory System:** This course provides the student with an overview of the basic science and clinical aspects of the normal and pathophysiological functions of the respiratory system that will enable the student to recognize, understand, diagnose and treat the common clinical respiratory system conditions/diseases and to promote preventive interventions relevant to those common conditions. (3 credit hours)

**SYST 2116 Obstetrics/Gynecology:** A comprehensive introduction to human reproduction with particular emphasis on gynecology, obstetrics and women’s health. (2.5 credit hours)

**SYST 2144 Dermatology/Allergy:** Provides a primary care foundation for developing clinical understanding and acumen in dermatology and allergy. An overview of the contemporary diagnosis and management of dermatologic diseases and allergy treatment necessary for primary care is presented. The course provides a basic overview of the pathology and anatomy of dermatologic diseases and allergies and will equip the student to be able to identify common dermatologic and allergic reactions, conditions and treatments. (1 credit hour)

**NOTE:** The College of Osteopathic Medicine offers a medical education program embracing the most current and complete information and teaching techniques. The College reserves the right to adapt the curriculum in response to faculty initiatives, developments in the state of the teaching arts, research findings and recommendations from the Board of Trustees and the Committee on Colleges of the American Osteopathic Association.

**Years III and IV – Clinical Years**

Clinical years for the College of Osteopathic Medicine begin in the fall of the third academic year and continue until graduation. A minimum of 84 weeks of clinical rotations is required for graduation. Planning for clinical rotations begin during year II. The location and sequence of rotations are determined by the Office for Clinical Affairs and the Associate Deans for Clinical Affairs. Clinical rotation guidelines are distributed prior to the beginning of the program. The University’s professional liability insurance is in effect and credit may be given only when students are in University-approved programs.
Required rotations are completed at University-affiliated teaching hospitals and clinics under the supervision of licensed physicians. Elective rotations may be with either an individual physician or a hospital. All rotations must be approved by the Associate Deans for Clinical Affairs. All students must pass Part I of COMLEX—National Board of Osteopathic Medical Examiners before starting clinical rotations.

OSTE 3151 Introduction to Health Systems & Policy: 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. (1 credit hour)

OSTE 3160 Comprehensive Clinical Assessment: Students return to campus at the end of the third 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, and osteopathic manual medicine practical patient encounter, an osteopathic manual medicine written exam, and a review of the Electronic Resident Application Service (ERAS) and the residency match process. (1 credit hour)

Clinical Rotations

General Surgery: The required general surgery rotation provides students with introductory experience in care and management of surgical patients. Students demonstrate principles of clean and sterile technique, knowledge and usage of common surgical instruments and understanding of basic pre- and postoperative care. Students also gain practical experience performing and recording adequate and appropriate history and physical examinations, simple surgical procedures, nutritional assessments and fluid and electrolyte assessment.

Family Medicine: Continuity of care and the implication and responsibilities of primary care are emphasized. Students acquire an understanding of the interrelationship of health and family relationships, disease and social patterns from birth to death and clinical presentation of common diseases and disorders. Through examinations and by assisting in care, students demonstrate understanding of the natural courses of diseases and prognosis, recognize opportunities for prevention and early diagnosis and understand the protocol for routine screening and preventive practices. Learning progression is enhanced by the requirement of family practice rotations in both the third and fourth year.

General Pediatrics: Through this required rotation students gain understanding of the importance of health maintenance, prevention of disease, anticipatory guidance and the roles of other professionals, both medical and non-medical, in the health care of children. Students gain knowledge of the course of normal growth and development by participating in the care of newborns, children and adolescents. Students learn to perform common procedures and examinations, and measure for growth charts as well as demonstrate knowledge of current immunization practices, common behavioral disorders and common accidents and poisons encountered by children.

Obstetrics/Gynecology: The required obstetrics/gynecology rotation provides opportunity for students to develop familiarity with various obstetrical and gynecological procedures in the care of pregnant and non-pregnant women. Students observe and develop the skills needed to manage both normal and abnormal gynecological examinations, normal and high-risk pregnancy and normal and abnormal labor and management.

Internal Medicine: Upon completing the required internal medicine rotation, students should be able to elicit a medical history, perform a physical examination, obtain appropriate laboratory studies, assess the results, develop a diagnosis, formulate a management plan and assist in implementing appropriate therapy for common problems in general internal medicine. Students should also develop fundamental psychomotor skills by performing routine procedures in a supervised clinical setting.

General Psychiatry/Behavioral Medicine: The required rotation in general psychiatry is structured to develop students’ skills in interviewing, diagnosis and clinical judgment as well as acquire factual knowledge in psychiatry, all of which will aid the student’s ability to work with a variety of medical patients. Students may work in a variety of settings (e.g., inpatient, outpatient, emergency) and may assist in implementing appropriate therapy for patients identified as having psychiatric/behavioral medicine problems as well as patients with other medical problems in which there is an emotional element involved.

Global Health: Des Moines University’s Global Health Program gives students, faculty, alumni and others an opportunity to gain real-world experience in international medicine. The program offers experiences and electives beyond our country’s borders. It provides breadth of cultural, social, political and clinical experiences that are not available within the United States. Global Health experiences vary based on what students are interested in. Opportunities range from short medical service trips to extended length international clerkships. International experiences are supported through electives and other on-campus programs. Selective students have opportunities to do internships at the World Health Organization. Des Moines University also hosts several student clubs that focus on global health issues.

Clinical Years – Location of Clerkships and Rotations

Clinical years consist of hospital based and ambulatory clinical rotations and elective rotations in primary care and medical specialties. Students are expected to spend their third year clinical rotations at core clinical sites in the Midwest. Fourth year rotations are available throughout the country to facilitate the students exposure to residency opportunities. Thus, students should be prepared to travel to other sites for their clinical education. Students who are married, have dependents or are single parents should understand that the University does not promise or guarantee clerkships or rotations in Des Moines. The University will try to accommodate special needs, but students must be prepared to relocate.
ACADEMIC STANDARDS AND GUIDELINES
The College of Osteopathic Medicine believes that clear academic expectations and carefully monitored performance will result in the graduation of the highest quality osteopathic physicians. Therefore, the College of Osteopathic Medicine provides the means to carefully monitor the growth of each student and to promptly assist if any academic or personal difficulties arise. The primary tools for academic monitoring and advising are the Student Promotion and Evaluation Committee, the Offices of Academic, Student and Clinical Affairs and the faculty advisors.

REGISTRATION
Notification of availability and location of registration forms will be made via the student portal. (For more detailed information about registration policies and procedures, refer to the Student Handbook.)

RELIGIOUS HOLIDAYS
The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member to request other arrangements to complete the scheduled activity.

STUDENT PROMOTION AND EVALUATION COMMITTEE
This committee oversees the academic progress and personal development of each student during the four years of training required for graduation. The Committee comprises three clinical and four basic science faculty members. The Committee views both scholastic achievement and character development, including such considerations as emotional stability, integrity, general conduct, reliability, judgment, professional promise and rapport with patients. When the Committee is satisfied that students have met all requirements, it recommends to the faculty that students be promoted or graduated.

The Committee also attempts to help the student with any non-academic difficulties, such as emotional problems, family adjustments or legal or financial problems. Recommendations for assisting students with personal problems are submitted to the Dean.

GRADING SYSTEM
Students receive a numerical or letter grade for each course, system or clinical rotation. A grade of 70 percent or higher is needed to pass while scores below 70 percent result in a failing grade. In courses using letter grades, (P) designates pass and (F) denotes fail. In core third-year clinical rotations, Honors Pass is available based on criteria established by the Clinical Chairs Committee. A student who does not complete the required work may receive an I for incomplete while the work is being completed. Incomplete is not a final grade.

FINANCIAL AID ELIGIBILITY
Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog titled “Tuition and Financial Aid.”

ACADEMIC REGULATIONS
The Student Promotion and Evaluation Committee may recommend appropriate action be taken if a student continues to do unsatisfactory work. The final decision rests with the Dean of the College. In accordance with the student evaluation mechanism, appropriate action may require that a student (1) repeat specific courses, an entire year or part of a year (Directed Studies); (2) be suspended pending further investigation; or (3) be dismissed from the College. Remediation of failed courses/systems by examination is offered during the summer vacation period. Any course, system or rotation may be repeated only once. Students must successfully complete COMLEX II CE and PE prior to graduation.

DIRECTED STUDIES
The Directed Studies Program allows students experiencing academic difficulties in their first year the opportunity to reduce their course load. This action provides more time for study and academic counseling, and the opportunity to develop improved study skills. The goal is to minimize additional course failures. Students on the Directed Studies Program will require more time (e.g., five years) to complete requirements for the D.O. degree. Students seeking more information about the program should contact the Office of the Associate Dean for Academic Affairs.

WITHDRAWAL
Application for voluntary withdrawal from the College must be submitted in writing to the Dean. An exit interview with the Dean is required before withdrawal or transfer.

The Dean, Associate Dean for Academic Affairs or Associate Dean for Clinical Affairs may place a student on leave of absence or grant a request for leave of absence because of health problems, tragedy in the immediate family, unexpected financial setback or reasons agreed upon by one of the deans in consultation with the Student Promotion and Evaluation Committee.

GRADUATION
The University awards the professional degree of Doctor of Osteopathic Medicine (D.O.) upon recommendation of the faculty. The Student Promotion and Evaluation Committee reports annually to the faculty the names of students who have met requirements for the doctoral degree. To graduate, a student must:
1. Have attained the age of 21 years.
2. Have successfully completed all prescribed courses, systems, rotations and examinations.
3. Be in attendance at the College of Osteopathic Medicine for at least two years.
4. Be of good moral character and emotionally stable.
5. Show professional promise in the judgment of the faculty and receive the faculty’s recommendation for graduation.
6. Satisfactorily discharge all financial obligations to the University.
7. Complete all graduation requirements, including the graduation clearance process.
8. Pass Level 1 and Level 2 (Cognitive Evaluation and Performance Evaluation) of the Comprehensive Osteopathic Medical Licensing Exam (COMLEX) of the National Board of Osteopathic Medical Examiners.
9. Attend graduation ceremonies at which time the degree is conferred. Students graduating at midterm may be granted an exception to this requirement.
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 COMLEX administered by the National Board of Osteopathic Medical Examiners, or by reciprocity from another state.

The Comprehensive Osteopathic Medical Licensing Exam (COMLEX) given by the National Board of Osteopathic Medical Examiners is divided into three parts. Parts 1 and 2 are taken during the medical school years. Part 3 consists of a written examination that is usually taken during the first postgraduate year. The College requires that students pass Part 1 of the COMLEX before entering clinical rotations and pass Part 2 CE and PE before graduation.

INTERNSHIPS AND RESIDENCIES

Postdoctoral training in an American Osteopathic Association (AOA) or Accreditation Council for Graduate Medical Education (ACGME) approved program is part of the continuum of osteopathic medical education. Sixty percent of our students enter primary care residency programs (Family Medicine, Internal Medicine & Pediatrics) while the remainder enter specialties such as Ob/Gyn, Anesthesiology, Emergency Medicine & Surgical specialties.

SCHOLARSHIPS

A limited number of renewable scholarship awards are made to highly qualified incoming D.O. students. These scholarships range from one-quarter tuition to full tuition awards. The COM Scholarship Committee evaluates the admission applications of accepted students for recipients of these awards. No formal scholarship application is required for these renewable awards.

In addition, each spring enrolled students can apply for one-year scholarship awards in a variety of categories, including academic excellence, excellence in service, clinical excellence (during clerkships), research and scholarly activity.

For a complete listing of scholarships for which COM students may apply, refer to the section of this catalog titled “Tuition and Financial Aid.”

LICENSURE

The admission policies of the College of Osteopathic Medicine’s Anatomy Graduate Program ensure selection of students with appropriate preparation to meet the rigors of the challenging curriculum in graduate education. These policies define acceptable undergraduate education and designate admission procedures. All admission requirements must be completed prior to matriculation. Prospective students should carefully note specified deadlines.

The application process culminates with a personal interview at Des Moines University. Because of limited openings, the Anatomy Graduate Admission Committee invites only those candidates considered to have the greatest professional promise. The Committee bases decisions on academic achievement, activities, personality, character, motivation and promise shown by candidates. Advanced standing based on prior course work is not given.

MISSION

To equip students for professional careers in anatomical teaching and scholarship and expand the fund of anatomic knowledge applicable to clinical practice.

VISON

The Anatomy Graduate Program aims to develop educators, scholars and clinicians capable of advancing the discipline of anatomy through teaching, scholarship and clinical practice.

ADMISSION POLICIES

Concerning currently enrolled students: Enrolled M.S.A. students in the first year of the program may apply to the D.O. program with the intent of becoming a dual degree (D.O./M.S.) student. Enrolled students in the final year of the M.S.A. program who anticipate completion of their M.S. in anatomy 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.

MASTER OF SCIENCE IN ANATOMY

The Master of Science in Anatomy (M.S.A.) program provides advanced training in anatomy and is designed to prepare students for a professional career in academic teaching. Educators and scientists who wish to further enhance their careers as teachers of the anatomical disciplines will also benefit from this program.

The program leading to the M.S.A. degree 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 anatomy master’s degree program and an extensive requirement to teach anatomy by assisting the anatomy faculty in this noble craft.

Students currently enrolled in the Doctor or Osteopathic Medicine (D.O.) program or Doctor of Podiatric Medicine (D.P.M.) program can also apply to the Anatomy program. The curriculum for dual degree students (D.O./M.S.A. or D.P.M./M.S.A.) is designed to be completed during the first two years of their medical program. The emphasis for dual degree students is on expanding each student’s anatomic knowledge to better prepare him or her to enter medical specialties underpinned by anatomic knowledge.

ADMISSION POLICIES

Concerning currently enrolled students: Enrolled M.S.A. students in the first year of the program may apply to the D.O. program with the intent of becoming a dual degree (D.O./M.S.) student. Enrolled students in the final year of the M.S.A. program who anticipate completion of their M.S. in anatomy 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.
MINIMAL TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION

The College of Osteopathic Medicine’s Anatomy Graduate Program is pledged to the admission and matriculation of all qualified students and acknowledges awareness of laws that prohibit discrimination against anyone on the basis of race, color, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Regarding disabled individuals, the College will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards as set forth herein. The standards reflect reasonable expectations of graduate students in performing common functions.

TECHNICAL STANDARDS

The holder of a M.S. degree must have the knowledge and skills to function in a broad variety of situations. In order to carry out the activities described below, candidates for the M.S. degree must be able to consistently, quickly and accurately integrate all information received, and must have the ability to learn, integrate, analyze and synthesize data. Technological accommodations can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

1. Observation: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises in the basic sciences.

2. Communication: Candidates and students should be able to speak, hear and observe in classroom and laboratory settings. They must also be able to communicate effectively and efficiently in oral and written form with classmates and faculty.

3. Motor: Candidates and students should have sufficient motor function to execute movements reasonably required in a classroom or laboratory setting.

4. Intellectual, Conceptual, Integrative and Quantitative Abilities: Candidates and students must be able to concentrate, analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must also perform these functions in a timely manner.

5. Behavioral and Social Attributes: Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in graduate research.

The College of Osteopathic Medicine attempts to develop creative ways of offering the graduate school curriculum to competitive, qualified disabled individuals. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential for graduate education.

ADMISSION REQUIREMENTS

To be considered for admission, applicants must have a B.A. or B.S. or complete the requirements for a degree before matriculation. The degree should be in the biological or physical sciences; however, applicants with non-science degrees will be considered if they have a strong science background.

PREREQUISITES

The courses below are required for admission; applicants may apply while course work is in progress.

- General Biology ...................... 8 hours, with lab
- General Chemistry.................. 8 hours, with lab
- Organic Chemistry ............... 4 hours, with lab
- Physics .................................. 8 hours, with lab (or 4 hours physics with lab +3 hours of statistics)
- English: Comp/Literature/Speech ...6 hours
- Biochemistry .......................... 3 hours

ENTRANCE EXAMS

Applicants must supply results of either the Medical College Admission Test (MCAT), Graduate Record Examination (GRE), or Dental Admissions Test (DAT) with their application.

ACADEMIC REQUIREMENTS

A science GPA and cumulative GPA of 3.0 or higher are recommended to be considered for admission to the College of Osteopathic Medicine Anatomy Graduate Program.

TOEFL

In addition to admission requirements, applicants who are not native speakers of English must demonstrate an adequate command of the English language. Test of English as a Foreign Language (TOEFL) scores or other evidence of English proficiency are required. A minimum TOEFL score of 550 points on the written exam, 213 on the computerized exam or 69 on the internet-based exam is required. Individual graduate programs may require scores higher than the minimums stated. For more information about the TOEFL, visit www.ets.org/toefl. The TOEFL requirement is waived for applicants who received a degree from an institution where instruction was conducted in English.

LETTERS OF RECOMMENDATION

All applicants will supply three letters of recommendation from science professors who can evaluate the applicant’s abilities and probability of success in the program.

DUAL DEGREE STUDENTS

Current students cannot apply to this program prior to January 2 of their first year.

PERMANENT RESIDENTS

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card (“green card”) prior to admission. NOTE: Permanent residency status “pending” is not eligible for admission.

NON-U.S. CITIZENS

Applicants who are not U.S. citizens or permanent residents are not eligible for admission. Please review the information for international students on page 7.

OTHER

Accepted students will be required to complete a criminal background check prior to matriculation.

APPLICATION PROCESS

An application can be found at www.dmu.edu.

Prior to receiving an invitation to interview, an application must be completed and contain all of the following:

1. A completed online Admission Application.
2. A $50 non-refundable application fee.
3. Examination scores (either DAT, MCAT or GRE).
4. An official transcript from each college or university attended.
5. Three letters written by science professors who can evaluate the applicant's abilities and probability of success in the program. Letters from social science professors, (psychology, sociology, anthropology, etc.) will not count toward completing the file.
6. All letters of recommendation should be on the writer's letterhead and sent directly from the writer to:

M.S.A. Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312

All completed applications are reviewed. A limited number of applicants are invited to the College for a personal interview. Offers of acceptance are based on a combination of academic records, the interview and personal recommendations.

PROCEDURES FOR ACCEPTED STUDENTS

Students accepted for admission to the College must:
1. Complete any required courses and/or a bachelor's degree prior to matriculation.
2. Have a physical examination and complete an immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement. A complete listing of required immunizations is sent to students before orientation.
3. Complete a criminal background check through Verified Credentials. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant.
4. Have medical insurance coverage that provides comprehensive major medical benefits. Students must present proof of coverage at registration.
5. Register for classes on the designated date.

Application fees are non-refundable. Tuition is refundable in accordance with the schedules published in this catalog. Refer to the section titled “Tuition and Financial Aid.” No other refund schedule will apply.

The University's Board of Trustees reserves the right to change tuition and fees at any time.

All correspondence, applications and inquiries should be directed to:

M.S.A. Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1499
515-271-1499
msaadmit@dmu.edu

TRANSFER OF CREDIT

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 director of the Anatomy Program who will forward it to the anatomy faculty. Approved graduate work will be entered on the student's permanent record by the registrar's office. No more than 10 hours of approved graduate work will be applied toward the 38 hours required for the Master of Science degree.

Dual degree students may transfer in all required and elective classes for the program as long as they were taken at DMU; however, they must have an average of 85% in anatomy course work (i.e., gross anatomy, cell and tissue biology, neuroanatomy and human development) and an average of 80% in all other courses that are transferred.

CURRICULUM

The Master of Science in Anatomy is a 38 credit hour program of study. The student must successfully complete 32 credit hours of required course work and six hours of elective course work. The course work for the degree is:

REQUIRED COURSEWORK

Year 1

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ANAT 1101 Gross Anatomy</td>
<td>6.5</td>
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<td>ANAT 1104 Neuroanatomy</td>
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<tr>
<td>BIOC 1102 Biochemistry and Molecular Genetics</td>
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<tr>
<td>HIST 1106 Cell and Tissue Biology</td>
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<tr>
<td>MICR 1103 Immunology/Microbiology/Virology</td>
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<tr>
<td>PATH 1109 General Pathology</td>
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Year 2

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<tr>
<td>MSA 2A02 Seminar in Anatomy – Spring</td>
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<tr>
<td>MSA 2A03 Human Development</td>
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<tr>
<td>MSA 2A04 Teaching in Anatomy</td>
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<tr>
<td>MSA 2A06 Advanced Dissections in Anatomy</td>
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ELECTIVES

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<td>Cell Biology</td>
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<tr>
<td>Cranial Nerves</td>
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<tr>
<td>Forensic Osteology</td>
<td>2</td>
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<tr>
<td>Introduction to Clinical Imaging</td>
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<tr>
<td>Problem-Based Anatomy</td>
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<tr>
<td>Research</td>
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Total Credits to Graduate ............. 38

COMPREHENSIVE EXAMINATION IN ANATOMY

Successful completion of the comprehensive examination in anatomy is also required of M.S. anatomy students. The comprehensive examination consists of a written examination covering the four anatomy disciplines: gross anatomy, cell and tissue biology, neuroanatomy and human development.

SUMMARY OF COURSES

YEAR 1

ANAT 1101 Gross Anatomy: The structure of the human body is presented in lecture, laboratory, and computer learning models. Cadaveric dissection of each region of the body demonstrates normal form, common variations and pathological conditions. Normal function and clinical significance are stressed and reinforced through presentations by medical personnel. Additional lectures integrate the early development of body form and cellular organization with regional anatomy. (6.5 credit hours)

ANAT 1104 Neuroanatomy: 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. Wherever possible, case studies and appropriate syndromes are also presented. (2 credit hours)

**BIOC 1102 Biochemistry and Molecular Genetics:** 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. (4 credit hours)

**HIST 1106 Cell and Tissue Biology:** A comprehensive study of human cell biology, basic tissues and organ systems (e.g., cardiovascular, gastrointestinal, integumentary and lymphoid). Wherever possible, the study of histology is translated to clinical relevance. The course consists of regularly scheduled lectures and laboratory periods. In laboratories, students study the light and electron microscopic structure of cells, tissues and organs through atlases, virtual microscope and computer-assisted learning software. (3 credit hours)

**PATH 1109 General Pathology:** Develops a basis for the biological interpretation of disease processes by integrating the changes in structure and function associated with diseases and the relationship of symptoms to lesions. (2 credit hours; Prerequisites: Gross Anatomy, Neuroanatomy, Cell and Tissue Biology, Human Development)

**MSA 2A04 Teaching in Anatomy:** This course will allow students to participate in laboratory and/or lecture instruction in one or more of the courses offered by the anatomy department. (4 credit hours; Prerequisites: Gross Anatomy, Neuroanatomy, Cell and Tissue Biology, Human Development)

**MSA 2A03 Human Development:** An introduction to the basic principles and concepts of human development from zygote to birth. Wherever possible, developmental processes will be translated to clinical relevance. (2 credit hours)

**MSA 2A06 Advanced Dissections in Anatomy:** The course will allow students to dissect areas of the human cadaver to further their knowledge of anatomical structure. Students, under supervision by the faculty, will prepare prosections of specific areas of the human cadaver and prepare a computer tutorial with self assessment. These tutorials will be placed on the student intranet and departmental web page. (2 credit hours; Prerequisite: Gross Anatomy)

**ELECTIVES**

**Basic Surgical Skills:** Under the direction of surgical residents and surgical nurses, students learn basic aseptic techniques and to apply anatomy vis-à-vis clinical and operative skills. Skills emphasis includes suturing and knot tying, foley catheter and nasogastric tube insertion, peripheral venous access, venous cut-down and catheterization, cricothyroidotomy, chest tube insertion, pericardiocentesis, arterial puncture, and central line placement. Student application of new psychomotor skills is provided through hands-on procedure and simulation labs. (1 credit hour; Prerequisite: Gross Anatomy)

**Cell Biology:** This is an advanced course in cell biology designed to familiarize the students with modern concepts of cell and molecular biology. Topics to be covered will include transcription, translation, intracellular trafficking, cell-cell signaling, membrane transport, and structure and function of DNA. (3 credit hours; Prerequisite: Biochemistry and Molecular Genetics)

**Craniocervical Nerves:** This course is designed to provide an understanding, through clinical case discussions, of the structure and function of the cranial nerves and the main neurological deficits resulting from cranial nerve lesions. It is assumed that the student taking this course will have a reasonable working knowledge of the structure and function of the cranial nerves. (1 credit hour; Prerequisite: Neuroanatomy)

**Forensic Osteology:** This course provides an introduction to forensic osteology — that is, the application of osteological/biological anthropological techniques and knowledge to medicolegal problems. Most typically, this work involves the identification of human skeletal remains (or remains with varying degrees of decomposition) for legal and humanitarian reasons. Students will become proficient in determining age, sex, ancestry and stature from skeletal remains and recognizing unique anatomical features aiding a positive identification. Additional techniques such as crime scene recovery, establishing time since death and determining cause and manner of death will be discussed. (2 credit hours; Prerequisites: Gross Anatomy, consent of instructor)

**Introduction to Clinical Imaging:** A general introduction to and review of the principles and clinical examples of modern medical imaging with emphasis on radiological anatomy. The imaging modalities of plain film, X-ray computed tomography (CT) and magnetic resonance imaging (MRI) are emphasized as they relate to normal and abnormal anatomy. (2 credit hours; Prerequisites: Gross Anatomy and Neuroanatomy)

**Problem-Based Anatomy:** 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 their fund of 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. (1 credit hour; Prerequisites: Consent of Instructor)

Research: Research under the supervision of a graduate faculty member. (2-6 credit hours; Prerequisite: Consent of Instructor)

ACADEMIC STANDARDS AND GUIDELINES

The College of Osteopathic Medicine’s Anatomy Graduate Program believes that clear academic expectations and carefully monitored performance will result in the graduation of the highest quality graduate students. Therefore, the College provides the means to carefully monitor the growth of each student and to promptly assist if any academic or personal difficulties arise. The primary tools for academic monitoring and advising are the anatomy faculty, the Student Promotion and Evaluation Committee, the offices of academic, student and clinical affairs and faculty advisers.

REGISTRATION

Notification of availability and location of registration forms will be made via the student portal. (For more detailed information regarding University registration policies and procedures, refer to the Student Handbook.)

RELIGIOUS HOLIDAYS

The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member ahead of time to request other arrangements to complete the scheduled activity.

EVALUATION OF STUDENT ACADEMIC PROGRESS

Anatomy Graduate Faculty

The anatomy graduate faculty oversee the academic progress and personal development of each student during the years of training required for graduation.

Biomedical Sciences Coordinating Committee

This committee will review graduation recommendations from the Anatomy faculty and transmit them to the Student Promotion and Evaluation Committee.

Student Promotion and Evaluation Committee

This committee makes the final recommendations for graduation and enforces the handbook. The Committee comprises three clinical and four basic science faculty members.

GRADING SYSTEM

Students receive a numerical grade for each course used to satisfy the degree requirements. A minimum passing grade is typically 70 percent but may be set higher if stated in the course syllabus. A grade below the minimum set forth in the syllabus as a pass results in a failing grade. In courses using letter grades, (P) designates pass and (F) denotes fail. A student who does not complete the required work may receive an “I” for incomplete while the work is being completed. Incomplete is not a final grade.

Students must maintain a cumulative percentage average of 85% or greater in the following anatomy courses: gross anatomy, cell and tissue biology, neuroanatomy and human development. Students must also maintain a cumulative percentage average of 80% or greater within the entire Master of Science curriculum and successfully complete the Comprehensive Examination in Anatomy.

FINANCIAL AID ELIGIBILITY

Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog titled “Tuition and Financial Aid.”

ACADEMIC REGULATIONS

The Student Promotion and Evaluation Committee may recommend appropriate action be taken if a student continues to do unsatisfactory work. The final decision rests with the dean of the College.

Remediation of failed courses/systems by examination is offered during the summer period. Any course may be repeated only once.

WITHDRAWAL

Application for voluntary withdrawal from the Program must be submitted in writing to the director. An exit interview with the director is requested before withdrawal or transfer.

The director may place a student on leave of absence or grant a request for leave of absence because of health problems, tragedy in the immediate family, unexpected financial setback or reasons agreed upon by one of the deans in consultation with the Student Promotion and Evaluation Committee.

GRADUATION

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

To graduate, a student must:
1. Have successfully completed all prescribed courses.
2. Have successfully completed the Comprehensive Examination.
3. Be in attendance at the College of Osteopathic Medicine for the last 30 credits.
4. Be of good moral character and emotionally stable.
5. Show professional promise in the judgment of the faculty and receive the faculty’s recommendation for graduation.
6. Satisfactorily discharge all financial obligations to the University.
7. Complete all graduation requirements, including the graduation clearance process.
The Master of Science in Biomedical Sciences (M.S.B.S.) Program offers training for students interested in research/teaching 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, education and research.

The program leading to the M.S.B.S. degree 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 year 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 (D.O./M.S.B.S or D.P.M./M.S.B.S) 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 equip students for professional careers as biomedical scientists prepared to enter medical research, academic medicine, or industrial and government laboratories that address problems of human health.

VISION

The Biomedical Sciences Program strives to develop scientists and researchers capable of advancing the treatment, care and prevention of disease through education, research and clinical practice.

ADMISSION POLICIES

The admission policies of the College of Osteopathic Medicine’s Biomedical Sciences Program ensure selection of students with appropriate preparation to meet the rigors of the challenging curriculum in graduate education. These policies define acceptable undergraduate education and designate admission procedures. All admission requirements must be completed prior to matriculation. Prospective students should carefully note specified deadlines.

The application process culminates with a personal interview at Des Moines University. Because of limited openings, the Graduate Admission Committee invites only those candidates considered to have the greatest professional promise. The Committee bases decisions on academic achievement, activities, personality, character, motivation and promise shown by candidates. Advanced standing based on prior coursework is not given.

MISREPRESENTATION

Misrepresentation in, or omission from, admission credentials, particularly information concerning previous felony or misdemeanor convictions, will constitute improper behavior under the Student Evaluation Mechanism provisions of the College of Osteopathic Medicine Biomedical Sciences Student Handbook.

MULTIPLE APPLICATIONS

Concerning students applying to the University for the first time: 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. *Dual degree (D.O./M.H.A., D.O./M.P.H., D.O./M.S.) is the only exception.

Concerning currently enrolled students: 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 another DMU program may not transfer into the College of Osteopathic Medicine. In order to be considered for admission to the College of Osteopathic Medicine, students must first withdraw from the other DMU program.

MINIMAL TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION

The College of Osteopathic Medicine’s Biomedical Sciences Program is pledged to the admission and matriculation of all qualified students and acknowledges awareness of laws that prohibit discrimination against anyone on the basis of race, color, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Regarding disabled individuals, the College will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards as set forth herein. The standards reflect reasonable expectations of graduate students in performing common functions.

TECHNICAL STANDARDS

The holder of a M.S. degree must have the knowledge and skills to function in a broad variety of situations. In order to carry out the activities described below, candidates for the M.S. degree must be able to consistently, quickly and accurately integrate all information received, and must have the ability to learn, integrate, analyze and synthesize data. Technological accommodations can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

1. Observation: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises in the basic sciences.

2. Communication: Candidates and students should be able to speak, hear and observe in classroom and laboratory settings. They must also be able to communicate effectively and efficiently in oral and written form with classmates and faculty.

3. Motor: Candidates and students should have sufficient motor function to execute movements reasonably required in a classroom or laboratory setting.

4. Intellectual, Conceptual, Integrative and Quantitative Abilities: Candidates and students must be able to concentrate, analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must also perform these functions in a timely manner.
5. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in graduate research.

The College of Osteopathic Medicine will attempt to develop creative ways of offering the graduate school curriculum to competitive, qualified disabled individuals. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential for graduate education.

**ADMISSION REQUIREMENTS**

To be considered for admission, applicants must have a B.A. or B.S. or complete the requirements for a degree before matriculation. The degree should be in the biological or physical sciences; however, applicants with non-science degrees will be considered if they have a strong science background.

**PREREQUISITES**

The courses below are required for admission; applicants may apply while coursework is in progress.

- General Biology ................. 8 hours, with lab
- General Chemistry .............. 8 hours, with lab
- Organic Chemistry .............. 4 hours, with lab
- Physics ............................ 8 hours, with lab
  (or 4 hours physics with lab +3 hours of Statistics)
- English: Comp/Literature/Speech ...6 hours
- Biochemistry ........................ 3 hours

**ENTRANCE EXAMS**

Applicants must supply results of the Medical College Admission Test (MCAT), Graduate Record Examination (GRE), or Dental Admissions Test (DAT) with their application.

**ACADEMIC REQUIREMENTS**

A science GPA and cumulative GPA of 3.0 or higher are recommended to be considered for admission to the College of Osteopathic Medicine Biomedical Sciences Program.

**TOEFL**

In addition to admission requirements, applicants who are not native speakers of English must demonstrate an adequate command of the English language. Test of English as a Foreign Language (TOEFL) scores or other evidence of English proficiency are required. A minimum TOEFL score of 550 points on the written exam, 213 on the computerized exam or 69 on the internet-based exam is required. Individual graduate programs may require scores higher than the minimums stated. For more information about the TOEFL, visit www.ets.org/toefl. The TOEFL requirement is waived for applicants who received a degree from an institution where instruction was conducted in English.

**LETTERS OF RECOMMENDATION**

All applicants will supply three letters of recommendation from science professors who can evaluate the applicant's abilities and probability of success in the program.

**DUAL DEGREE STUDENTS**

Current students cannot apply to this program prior to January 2 of their first year.

**PERMANENT RESIDENTS**

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card (“green card”) prior to admission.

**NOTE:** Permanent residency status “pending” is not eligible for admission.

**NON-U.S. CITIZENS**

Applicants who are not U.S. citizens or permanent residents are not eligible for admission. Please review the information for international students on page 7.

**OTHER**

Accepted students will be required to complete a criminal background check prior to matriculation.

**APPLICATION PROCESS**

An application can be found online at www.dmu.edu.

Prior to receiving an invitation to interview, an application must be completed and contain all of the following:

- A completed online Admission Application.
- A $50 non-refundable application fee.
- Examination scores (either DAT, MCAT or GRE).
- An official transcript from each college or university attended.
- Three letters written by science professors who can evaluate the applicant’s abilities and probability of success in the program. Letters from social science professors, (psychology, sociology, anthropology, etc.) will not count toward completing the file.
- All letters of recommendation should be on the writer’s letterhead and sent directly from the writer to:

  M.S.B.S Admission
  Des Moines University
  3200 Grand Avenue
  Des Moines, Iowa 50312

All completed applications are reviewed. A limited number of applicants are invited to the College for a personal interview. Offers of acceptance are based on a combination of academic records, the interview and personal recommendations.

**PROCEDURES FOR ACCEPTED STUDENTS**

Students accepted for admission to the College must:

- Complete any required courses and/or a bachelor’s degree prior to matriculation.
- Have a physical examination and complete an immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement. A complete listing of required immunizations is sent to students before orientation.
- Complete a criminal background check through Verified Credentials. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant.
- Have medical insurance coverage that provides comprehensive major medical benefits. Students must present proof of coverage at registration.
- Register for classes on the designated date.

Application fees are non-refundable. Tuition is refundable in accordance with the schedules published in this catalog. Refer
to the section titled “Tuition and Financial Aid.” No other refund schedule will apply.

The University’s Board of Trustees reserves the right to change tuition and fees at any time.

All correspondence, applications and inquiries should be directed to:

M.S.B.S Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1499
515-271-1499
mbsadmit@dmu.edu

TRANSFER OF CREDIT

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 Director of Biomedical Sciences who will forward it to the Biomedical Sciences Coordinating Committee. Approved graduate work will be entered on the student’s permanent record by the Registrar’s Office. No more than 10 hours of approved graduate work will be applied toward the 40 hours required for the Master of Science degree.

Dual degree students may transfer in all required and elective classes for the program as long as they were taken at DMU; however, they must have an average of 80% or greater in every class that is transferred.

CURRICULUM

YEAR 1

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<td>MBS 1B02 Introduction to Research</td>
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<td>MBS 1B03 Research Methods and Ethics</td>
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<td>MBS 1B04 Cell Biology</td>
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<td>MBS 1B05 Special Topics in Physiology and Pharmacology</td>
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<td>MBS 1B06 Biostatistics</td>
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<td>MBS 1B11 Special Topics in Microbiology and Immunology</td>
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<td>MBS 1B12 Special Topics in Biochemistry</td>
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<td>PHYS 1116 Introduction to Physiology</td>
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YEAR 2

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<td>MBS 2B05 Scientific Communication</td>
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<tr>
<td>MBS 2B10 Research</td>
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Total Credits to Graduate 39

SUMMARY OF COURSES

YEAR 1

BIOC 1102 Biochemistry and Molecular Genetics: 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. (4 credit hours)

MBS 1B02 Introduction to Research: The course is designed to provide students with an introduction to research opportunities and laboratory safety procedures/policies at Des Moines University. Students will complete a survey of research at Des Moines University, biomedical safety training and two four-week laboratory rotations. This course is designed to prepare students to work safely in a research environment and identify a thesis mentor. (1 credit hour)

MBS 1B04 Cell Biology: This is an advanced course in cell biology designed to familiarize the students with modern concepts of cell and molecular biology. Topics to be covered will include transcription, translation, intracellular trafficking, cell-cell signaling, membrane transport, and structure and function of DNA. (3 credit hours; Prerequisite: Biochemistry and Molecular Genetics)

MBS 1B06 Biostatistics: 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. (2 credit hours)

MICR 1103 Immunology/Microbiology/Virology: 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 host-pathogen interactions and pathogenic mechanisms. Basic principles and clinical relevance of immune mechanisms are presented. Laboratory integration focuses on the common diagnostic modalities pertinent to the various infectious agents. (6 credit hours; Prerequisite: Biochemistry and Molecular Genetics)

PHYS 1116 Introduction to Physiology: An introduction to basic principles of physiology from the cellular level (membrane potentials, receptor physiology, transport mechanisms) to organ systems (cardiovascular, nervous, respiratory, gastrointestinal, urinary-renal and endocrine). Emphasizes regulatory control interactions needed for a holistic understanding of homeostasis and pathophysiology of humans. The course uses lectures, laboratories and clinical scenarios to teach the control mechanisms. Physiology is an intermediate step in the progression of knowledge acquisition necessary for subsequent courses. (6.5 credit hours; Prerequisite: Biochemistry and Molecular Genetics)

Special Topics: Each department that chooses to mentor master’s degree students will develop an advanced class in their area of expertise. The basis of these classes will likely be to use primary literature to develop a sense of history, depth and emerging concepts in the selected field. (3-4 credit hours; Prerequisite: Consent of instructor)

YEAR 2

MBS 2B04 Presentation of Scientific Information: This is a one-hour-per-week class where students learn the basis of scientific presentation, and practice these concepts by participating in journal club presentations. (1 credit hour)

MBS 2B05 Scientific Communication: This is a one-hour class in which students will present their scientific data to the University during the Friday Seminar Series. In addition, students will attend all of the Friday Seminar Series Lectures. (1 credit hour)

MBS 2B10 Research: Bench research under the supervision of thesis advisor and thesis committee. (15 credit hours; Prerequisite: Thesis committee approval)
ACADEMIC STANDARDS AND GUIDELINES

The College of Osteopathic Medicine’s Biomedical Sciences Program believes that clear academic expectations and carefully monitored performance will result in the graduation of the highest quality graduate students. Therefore, the College of Osteopathic Medicine provides the means to carefully monitor the growth of each student and to promptly assist if any academic or personal difficulties arise. The primary tools for academic monitoring and advising are the Biomedical Sciences Coordinating Committee, the Student Promotion and Evaluation Committee, the Offices of Academic, Student and Clinical Affairs and the faculty advisers.

REGISTRATION

Notification of availability and location of registration forms will be made via the student portal. (For more detailed information regarding University registration policies and procedures, refer to the Student Handbook.)

RELIGIOUS HOLIDAYS

The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member ahead of time to request other arrangements to complete the scheduled activity.

EVALUATION OF STUDENT ACADEMIC PROGRESS

**Biomedical Sciences Coordinating Committee** - This committee oversees the academic progress and personal development of each student during the years of training required for graduation.

**Student Promotion and Evaluation Committee** - This committee makes the final recommendations for graduation and enforces the handbook. The Committee comprises three clinical and four basic science faculty members.

GRADING SYSTEM

Students receive a numerical or letter grade for each course. A grade of 70 percent or higher is needed to pass while scores below 70 percent result in a failing grade. In courses using letter grades, (P) designates pass and (F) denotes fail. A student who does not complete the required work may receive an “I” for incomplete while the work is being completed. Incomplete is not a final grade.

To remain in the Biomedical Sciences Program, students must maintain an 80% average in their coursework. This will be calculated at the end of each year.

FINANCIAL AID ELIGIBILITY

Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog titled “Tuition and Financial Aid.”

ACADEMIC REGULATIONS

The Student Promotion and Evaluation Committee may recommend appropriate action be taken if a student continues to do unsatisfactory work. The final decision rests with the dean of the College.

Remediation of failed courses/systems by examination is offered during the summer vacation period. Any course may be remediated only once.

WITHDRAWAL

Application for voluntary withdrawal from the Program must be submitted in writing to the director. An exit interview with the director is requested before withdrawal or transfer.

The director may place a student on leave of absence or grant a request for leave of absence because of health problems, tragedy in the immediate family, unexpected financial setback or reasons agreed upon by one of the deans in consultation with the Student Promotion and Evaluation Committee.

GRADUATION

The University awards the graduate degree of Master of Science in the Biomedical Sciences (M.S.) upon recommendation of the faculty. The Student Promotion and Evaluation Committee reports annually to the faculty the names of students that have met requirements for the master’s degree.

To graduate, a student must:
1. Have successfully completed all prescribed courses.
2. Successfully write and defend their thesis.
3. Be in attendance at the College of Osteopathic Medicine for the last 30 credits.
4. Be of good moral character and emotionally stable.
5. Show professional promise in the judgment of the faculty and receive the faculty’s recommendation for graduation.
6. Satisfactorily discharge all financial obligations to the University.
7. Complete all graduation requirements, including the graduation clearance process.
The College of Podiatric Medicine and Surgery was established in 1981 as one of the colleges of Des Moines University. As the profession’s first college within a health sciences university, the College 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 be the recognized leader in podiatric medical education by establishing a learning-centered community that inspires the application of professionalism and values an open exchange of ideas to create opportunities for individual and organizational success.

VISION
To attract highly motivated students to learn in a distinctive program of podiatric medical education where they are taught and mentored by faculty recognized for their clinical competencies and scientific contributions. Students acquire the tools for success and the leadership skills to excel in today’s dynamic health care environment.

GOALS
The goals of the College of Podiatric Medicine and Surgery are to:
1. Create an educational environment that builds, maintains and assesses a professional identity for faculty, students and staff through the observed application of the principles of excellence, accountability, integrity and altruism.
2. Enhance communication and engagement across all levels to improve efficiency, promote creative thinking, encourage team building and instill a sense of belonging to a best in class organization.
3. Serve as the national model for podiatric medical education in preparing the most qualified and motivated students for residency training while establishing life-long connection to the College.
4. Establish a work setting where faculty and staff are valued for actions, behaviors, teamwork and outcomes that support the mission of the College.

ACCREDITATION
The College of Podiatric Medicine and Surgery is accredited by the Council on Podiatric Medical Education (CPME) of the American Podiatric Medical Association. Accreditation attests to the quality of the podiatric medical education program and the continued commitment of the institution to support the education program. The Council is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the specialized accrediting body for podiatric medical education. The College is approved by CPME to conduct podiatric surgical, podiatric orthopedic and podiatric primary care postdoctoral residency programs.

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-review 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.

STUDENT/ACADEMIC SERVICES

BOOKS AND EQUIPMENT
Students may purchase books, instruments and supplies at Matthews Bookstore, located on the first floor of the Student Education Center. A first-year student should allot $2,500 for books and equipment.

FOOD SERVICES
Summerfield’s Café, located on the ground floor of the Student Education Center, provides food service during breakfast and lunch hours. A coffee bar is open extended hours for students’ convenience. Vending machines are located on the lower level of the Academic Center, in Des Moines University Clinic, on the ground floor of the Student Education Center and in the main level of Ryan Hall.

HOUSING
While on-campus housing is not available at DMU, the Greater Des Moines area offers a variety of affordable housing options, many of which are within walking distance of the campus. The University’s website links students to housing opportunities.

STUDENT HEALTH SERVICES
Student Health Services, located in Des Moines University Clinic, offers free basic health care to full-time students enrolled in the osteopathic, podiatric, physical therapy, physician assistant, anatomy or biomedical sciences programs. Immediate family members are also eligible. Services include routine health care similar to a family practice setting. Allergy shots and a limited number of laboratory services are provided free of charge. Services provided in other departments of the Clinic will be billed at full charge. Student Health Services is open 8 a.m. – 5 p.m., Monday through Friday. Noon hours are reserved for students’ urgent health care needs.

EDUCATIONAL SUPPORT SERVICES
Student Counseling and Diversity Services are located within the Division of Educational Support Services. Students are
encouraged to utilize these services to help navigate the internal and external stressors of graduate school.

**Student Counseling**

The University realizes that students may be faced with unpredictable challenges and pressures that may interfere with their academic, professional and personal wellness. Students who are facing such barriers are urged to seek the services of student counseling. The dedicated staff members in the Student Counseling Office are professionally trained and licensed to educate students on intervention strategies when confronted with relationship difficulties, depression, anxiety, substance abuse, limited test-taking and study skills and other emotional and/or academic difficulties. There is no limit on number of sessions and insurance is not needed. All services provided by student counseling are free and confidential.

**Diversity Services**

The University is committed to fostering a University community and campus climate that values and actively supports inclusiveness and diversity. This division of Educational Support Services promotes programming designed to increase understanding and appreciation of diverse cultures, attempting to reduce prejudice, educate and promote social justice. This office also helps students to maneuver and interpret policies and regulations regarding visas, insurance and other immigration-related documents.

**CHILD CARE**

Dependent children of students and employees receive priority consideration for openings as they become available at Children’s Garden childcare center. The center is located at Wesley Acres Retirement Community adjacent to the DMU campus. Students interested in this service should contact the Office of Student Services. The University website also provides a link to other online resources for those seeking childcare.

**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 monitor academic achievement and provide guidance and assistance in meeting academic requirements, serve as mentors to students, assist students with study and coping skills, write letters of recommendation and inform appropriate departments of student concerns.

**STUDENT HANDBOOK**

The Student Handbook is available online and supplements the information in this catalog, providing information on the policies, procedures and services that guide students during enrollment at DMU. New students are introduced to the policies and procedures contained in the Handbook at orientation and are strongly encouraged to familiarize themselves with this important resource.

**TRANSCRIPTS AND CONFIDENTIALITY**

A written request and payment of the appropriate fee by the student is required for each transcript. 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 education 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.

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. Transcripts will not be issued to, or on behalf of, any student or graduate who has delinquent financial obligations to the University. 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 (see next page). Notification of Rights: Family Educational Rights and Privacy Act (FERPA) FERPA affords students certain rights with respect to their educational records.

They are:
1. 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.
2. 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. 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.
3. 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 law enforcement 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 listed on the “Release of Student Educational & Directory Information” form.


**DOCTOR OF PODIATRIC MEDICINE**

The scope of podiatric medicine goes beyond foot care by emphasizing the importance of the foot to a person’s overall health and well-being.

Podiatric doctors treat patients who have a range of foot problems; they prevent, diagnose and treat disorders and diseases of the foot and ankle for patients of all ages. They surgically and orthopedically correct foot and ankle problems, care for patients with diabetes who are vulnerable to limb-threatening complications and treat patients with medical conditions such as poor circulation, gout, neurological disorders and arthritis.

**ADMISSION POLICIES**

The admission policies of the College of Podiatric Medicine and Surgery are competitive to ensure the selection of mature, caring and qualified students with appropriate preparation and acceptable premedical education. All admission requirements must be completed prior to registration at the start of the term. The application process culminates with an on-campus interview. Because there are more applicants than openings, admission is selective and the interview is by invitation only. Decisions on admission are based on academic achievement, community and leadership activities, letters of reference and the personal interview.

**MULTIPLE APPLICATIONS**

Concerning **students applying to the University for the first time:** 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. *Dual degree (D.P.M./M.H.A., D.P.M./M.P.H., D.P.M./M.S.) is the only exception.

Concerning **currently enrolled students:** 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 another DMU program may not transfer into the College of Podiatric Medicine and Surgery. In order to be considered for admission to the College, students must first withdraw from the other DMU program.

* Students who have been accepted to the College of Podiatric Medicine and Surgery may be eligible for a dual-enrollment option leading to a Master of Health Care Administration (M.H.A.) degree, a Master of Public Health (M.P.H.) degree, Master of Science in Anatomy (M.S.) degree or Master of Science in Biomedical Sciences (M.S.) degree.

**MISREPRESENTATION**

Misrepresentation in, or omission from, admissions credentials, particularly concerning previous felony or misdemeanor convictions, will constitute improper behavior under the Student Evaluation Mechanism provisions of the Student Handbook.

**MINIMAL TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION**

The College of Podiatric Medicine and Surgery is pledged to the admission and matriculation of all qualified students and acknowledges awareness of laws that prohibit discrimination against anyone on the basis of race, color, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Regarding disabled individuals, the College will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards as set forth herein. In adopting these standards, the College feels it must keep in mind the ultimate safety of the patients its graduates will eventually care for. The standards reflect reasonable expectations of podiatric medical students and physicians in performing common functions.

**TECHNICAL STANDARDS**

The holder of a D.P.M. degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the D.P.M. degree must be able to consistently, quickly and accurately integrate all information received,
and must have the ability to learn, integrate, analyze and synthesize data.

A candidate for the D.P.M. degree must have the abilities and skills of eight varieties, including: observation; communication; motor; sensory; strength and mobility; visual integration; intellectual, conceptual, integrative and quantitative; and behavioral and social. Technological compensation can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

1. **Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand.

2. **Communication:** Candidates and students should be able to speak, hear and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture and perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

3. **Motor:** Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways and the suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

4. **Sensory:** Since podiatric medical candidates and students need enhanced ability in their sensory skills, it would be necessary to thoroughly evaluate for candidacy individuals who are otherwise qualified but who have significant tactile, sensory or proprioceptive disabilities. This would include individuals with significant previous burns, sensory motor deficits, cicatrix formation and many malformations of the upper extremities.

5. **Strength and Mobility:** Podiatric medical treatment often requires sufficient upper extremity and body strength; therefore, individuals with significant limitations in these areas would be unlikely to succeed. Mobility to attend to emergency codes and to perform such maneuvers as CPR is also required.

6. **Visual Integration:** Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, it is necessary to have adequate visual capabilities for proper evaluation and treatment integration.

7. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Candidates and students must be able to concentrate, analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must also perform these functions in a timely manner and under a reasonable amount of stress since podiatric doctors are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Candidates and students must be able to accurately write prescriptions, accurately perform basic mathematical functions and accurately and quickly read charts with minimal error in areas where there may be distractions. The practice of medicine demands the ability to integrate and process information promptly and accurately in a time-sensitive environment. Candidates must be able to draw on their store of knowledge in emergency situations and under time limitations.

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

The College of Podiatric Medicine and Surgery will attempt to develop creative ways of opening the medical school curriculum to competitive, qualified disabled individuals. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to educating a podiatric physician.

**ADMISSION REQUIREMENTS**

Applicants to the College of Podiatric Medicine and Surgery are encouraged to have completed a baccalaureate degree by the time of registration although applicants may be admitted after completing 90 credit hours of undergraduate preparation at a regionally accredited institution. Within the scope of undergraduate preparation, all applicants must have completed the following prerequisite courses or their equivalents:

- Biology ................................. 8 hours, with lab
- General Chemistry .............. 8 hours, with lab
- Organic Chemistry .............. 8 hours, with lab
- Physics ................................. 8 hours, with lab
- English Composition/Communications/ Speech..................................................6 hours

Recommended Courses: Biochemistry is highly recommended. Other courses are English Literature, Genetics, Comparative Anatomy, Mathematics and Psychology.

All course work must be from a regionally accredited institution. Applicants should have a minimum cumulative and science grade point average of 2.75 on a 4.0 scale. Deficiencies, if any, must be cleared before registration.

**TRANSFER POLICY**

Students currently enrolled in podiatric programs who wish to transfer should contact the dean’s office. Transfers from U.S. and Canadian-accredited osteopathic and allopathic medical schools who apply may need to complete additional work. Students who do transfer must complete at least two years of study at the College of Podiatric Medicine and Surgery.

Students enrolled in the College of Podiatric Medicine and Surgery are not permitted to transfer into other DMU
programs. Students who wish to apply to another University program must withdraw from the College of Podiatric Medicine and Surgery prior to submitting an application for admission to the program. Dual degree is the only exception. *Dual degree is the only exception for D.P.M./M.H.A., D.P.M./M.P.H., D.P.M./M.S.A. or D.P.M./M.S.B.S.

DUAL DEGREE PROGRAMS

Students enrolled in the College of Podiatric Medicine and Surgery may be eligible for dual-enrollment leading to a Master of Health Care Administration (M.H.A.) degree, a Master of Public Health (M.P.H.) degree, a Master of Science in Anatomy (M.S.) degree or a Master of Science in Biomedical Sciences (M.S.) degree. Students interested in this option should contact the Enrollment office for additional information.

PERMANENT RESIDENTS

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card (“green card”) prior to admission.

NOTE: Permanent residency status “pending” is not eligible for admission.

NON-U.S. CITIZENS

Applicants who are not U.S. citizens or permanent residents should review the information for international students on page 7.

ADMISSION PROCEDURES

Direct any correspondence or inquiries concerning admission to:

CPMS Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1538
515-271-1538
www.dmu.edu/cpms
cpmsadmit@dmu.edu

The College participates in the American Association of Colleges of Podiatric Medicine Application Service (AACPMSAS). The AACPMSAS application is available online at www.e-aacpmas.org.

Applicants must complete the Medical College Admission Test (MCAT) to be considered for admission. MCAT registration information can be obtained through www.aamc.org/mcat. Contact the CPMS Admission Office with questions about the MCAT requirement.

**MCAT Registration**

American College Testing Program Service
P.O. Box 451
Iowa City, Iowa 52243
319-337-1305

**LETTERS OF RECOMMENDATION**

Along with the application, we require letters of recommendation that attest to the applicant’s academic performance and prior exposure to podiatric medicine with a D.P.M. To provide this information, please arrange to have the following sent directly to Des Moines University:

- One letter from a science professor,
- academic advisor or pre-professional advisory committee.
- One letter from a D.P.M.

These should be written on letterhead and sent from the letter writer to:

CPMS Admissions
3200 Grand Avenue
Des Moines, Iowa 50312

Letters are also accepted electronically through Interfolio and Virtual Evals.

**INTERVIEWS**

All completed applications are reviewed for a possible interview. Only those applicants who are being strongly considered for admission will be invited for an interview. Candidates not offered an interview are notified that they are no longer being considered for admission.

**PROCEDURES FOR ACCEPTED STUDENTS**

All accepted students must:

- Submit a $1,000 non-refundable seat deposit which is applied to tuition.
- Submit an official transcript from each college or university attended.
- Complete any required courses and a bachelor’s degree prior to matriculation.
- Have a physical examination and complete an immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement. A complete listing of required immunizations is provided to students before orientation.
- Complete a criminal background check through Verified Credentials. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant.
- Have medical insurance coverage that provides comprehensive major medical benefits. Students must present proof of coverage at registration. Information regarding medical insurance is provided to students before orientation.
- Participate in the on-campus orientation program the week prior to the start of classes and register for classes on the designated date.

Seat deposits are non-refundable. Tuition is refundable in accordance with the schedules published in this catalog. Refer to the section titled “Tuition and Financial Aid.” No other refund schedule will apply. The University’s Board of Trustees reserves the right to change tuition and fees at any time.

**CURRICULUM OVERVIEW**

The College prepares podiatric medical doctors through an integrated program of didactics, laboratory and clinical experiences in hospitals 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 correlations relate each system to 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. The body system courses taught in the second year are designed to meet the educational needs of podiatric medical students.

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. In some instances, the research has led to the publication of papers in professional journals.

Problem-based learning is an innovative aspect of the curriculum. The intent is to produce graduates who are problem-solvers and self-directed learners. Problem-based learning is now included in the curriculum of many U.S. medical schools.

During the last 24 months of the four-year course of study, students receive clinical experiences in ambulatory clinics, hospitals 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 total health care.

NOTE: The College of Podiatric Medicine and Surgery (CPMS) offers a program that uses the most current and complete information and teaching techniques. CPMS reserves the right to adapt the curriculum in response to faculty initiatives, developments in the state of the teaching arts, research findings and recommendations from the Board of Trustees and the Council on Podiatric Medical Education of the American Podiatric Medical Association.

CURRICULUM OUTLINE

PHASE I – ACADEMIC SCHEDULE

YEAR I

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ANAT 1201 Gross Anatomy</td>
<td>6.5</td>
</tr>
<tr>
<td>ANAT 1214 Neuroanatomy</td>
<td></td>
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<tr>
<td>BIOC 1202 Biochemistry and Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1206 Cell and Tissue Biology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 1207 Physical Diagnosis</td>
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</tr>
<tr>
<td>MICR 1203 Immunology/Microbiology/ Virology</td>
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</tr>
<tr>
<td>PATH 1209 Pathology</td>
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<tr>
<td>PHYS 1216 Physiology</td>
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<tr>
<td>POD 1222 Geriatrics</td>
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<td>POD 1223 Introduction to Podiatric Medicine</td>
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YEAR II

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<tr>
<th>Course No. &amp; Title</th>
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<tbody>
<tr>
<td>ANAT 2211 Lower Limb Anatomy</td>
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<tr>
<td>PHARM 2215 Medical Pharmacology</td>
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<tr>
<td>POD 2207 Clinical Podiatric Medicine and Diagnostics</td>
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<td>POD 2210 Biomechanics: Normal Structure &amp; Function</td>
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<tr>
<td>POD 2220 Clinical Podiatric Biomechanics and Surgery</td>
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<tr>
<td>PSYC 2205 Behavioral Medicine &amp; Psychology</td>
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<td>SYST 2201 Cardio-Respiratory</td>
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<tr>
<td>SYST 2203 Hematology</td>
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<tr>
<td>SYST 2205 Renal System</td>
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<tr>
<td>SYST 2206 Endocrine/ Human Reproduction</td>
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<td>SYST 2211 Gastrointestinal/Nutrition</td>
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YEAR III

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<tr>
<th>Course No. &amp; Title</th>
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<tr>
<td>POD 3201 Principles and Practices of Evidence-Based Podiatric Medicine: Rearfoot Pathology</td>
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<tr>
<td>POD 3205 Community Health Care, Concerns and Assessment</td>
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<tr>
<td>POD 3206 Principles and Practices of Evidence-Based Podiatric Medicine: Foot &amp; Ankle Radiology</td>
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<tr>
<td>POD 3207 Lower Extremity Traumatology/Emergency Medicine</td>
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<tr>
<td>POD 3210 Basic Surgical Skills</td>
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<tr>
<td>POD 3217 Podiatric Clinical Rotations (one hour of credit per week of clinic)</td>
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<tr>
<td>POD 3223 Principles and Practices of Evidence-Based Podiatric Medicine: General &amp; Podiatric Medicine</td>
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<tr>
<td>POD 3225 Principles and Practices of Evidence-Based Podiatric Medicine: Infectious Disease</td>
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<td>SYST 3244 Lower Extremity Dermatology</td>
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YEAR IV

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<th>Course No. &amp; Title</th>
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<td>CLPD 4217 Clinical Rotations (one hour of credit per week of clinic)</td>
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PHASE II – CLINICAL TRAINING

The Clinical Phase of the curriculum begins in the summer between the second and third year, and continues until graduation. Students manage podiatric patients in a variety of health care settings, which provides students with a broad base of clinical experience. The clinical experience focuses upon the interaction of podiatric medical students with other members of the health care team. The role of podiatric medicine in total health care then becomes more apparent to the student. Second-year students are encouraged to attend DMU Foot and Ankle on a voluntary basis when their schedules permit.

Year II

During the summer at the end of the second year, students begin their formal clinical training at University-sponsored and affiliated clinical sites by participating in a four-week summer clinic rotation. Students begin to acquire fundamental skills in history-taking and documentation, physical examination and basic podiatric procedures.

Year III

During the third year, students are fully immersed in clinical training. Students are required to master established clinical objectives appropriate for a third-year podiatric medical student. The emphasis of the objectives relates to the physician-patient relationship, development of diagnostic skills, performance of common office-based procedures and following outpatient and inpatient operative protocols. Students rotate at a variety of patient care facilities whose population base varies with respect to socioeconomic and cultural diversity. They experience patient care at several different venues, including DMU Foot and Ankle, the simulation lab and other external podiatric and medical specialty clinics. This prepares the student for the fourth year.

The last 28 weeks of clinical training are integrated with the third-year evidence-based medicine educational program. Students participate in the care of patients under the supervision of a clinician they are assigned to for the case-based education experience.

Year IV

In the fourth year, students are required to complete 11 months of clinical training in a variety of clinical settings, including ambulatory clinics, hospitals and community practices. Each student must complete a three-month podiatric medicine and surgery core hospital rotation, a one-month private practice rotation and a one-month internal medicine rotation. Two additional months of podiatric medicine and surgery training are required, with the remaining
five months designated as electives rotations (anesthesiology, internal medicine, orthopedics, podiatric medicine and surgery, plastic surgery, radiology and others). The training is designed to encourage a broad range of clinical experiences and foster development of a solid foundation of patient management skills.

SUMMARY OF COURSES

YEAR I

ANAT 1201 Gross Anatomy: Lecture and laboratory presentations center upon dissection of the human body. Dissection of each region of the body is accompanied by films, examination of prosected material and radiological correlation. Appropriate clinical information is presented by medical specialists and additional lectures integrate the early development of body form and cellular organization with regional anatomy. A section of the course includes a detailed consideration of the structure of the human nervous system. (6.5 credit hours)

ANAT 1214 Neuroanatomy: 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. Wherever possible, case studies and appropriate syndromes are also presented. (2 credit hours)

BIOC 1202 Biochemistry and Molecular Genetics: 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. (4 credit hours)

HIST 1206 Cell and Tissue Biology: A comprehensive study of human cell biology, basic tissues and organ systems (e.g., cardiovascular, gastrointestinal, integumentary and lymphoid). Wherever possible, the study of histology is translated to clinical relevance. The course consists of regularly scheduled lectures and laboratory periods. In laboratories, students study the light and electron microscopic structure of cells, tissues and organs through atlases, prepared slides and computer-assisted learning software. (3 credit hours)

HLTH 1207 Physical Diagnosis: A lecture-laboratory system introducing history taking and physical examination of both pediatric and adult patients. Practical laboratory sessions using standardized patients in the Standardized Patient Assessment Lab (SPAL) emphasize the proper use of diagnostic equipment and techniques for performing a history and physical examination. (3.5 credit hours)

MICR 1203 Immunology/Microbiology/Virology: 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 host-pathogen interactions and pathogenic mechanisms. Basic principles and clinical relevance of immune mechanisms are presented. Laboratory integration focuses on the common diagnostic modalities pertinent to the various infectious agents. (6 credit hours)

PATH 1209 Pathology: Develops a basis for the biological interpretation of disease processes by integrating the structure and function of diseases and the relationship of symptoms to lesions. (3 credit hours)

PHYS 1216 Physiology: An introduction to basic principles of physiology from the cellular level (membrane potentials, receptor physiology, transport mechanisms) to organ systems (cardiovascular, nervous, respiratory, gastrointestinal, urinary-renal and endocrine). Emphasis on regulatory control interactions necessary for a holistic understanding of homeostasis and pathophysiology of humans. Lectures, laboratories and clinical scenarios are used to teach control mechanisms. Physiology is an intermediate step in the progression of knowledge acquisition necessary for subsequent courses. Knowledge of anatomy and biochemistry is a prerequisite for understanding physiology and the application to pathophysiology. (3 credit hours)

PHARM 2215 Medical Pharmacology: Basic principles and clinical relevance of interactions and pathogenic mechanisms. 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 host-pathogen interactions and pathogenic mechanisms. Basic principles and clinical relevance of immune mechanisms are presented. Laboratory integration focuses on the common diagnostic modalities pertinent to the various infectious agents. (6 credit hours)

POD 1223 Introduction to Podiatric Medicine: Introduces students to the history of the podiatric medical profession and reviews the diversity of conditions the podiatric physician will encounter. This course will describe the role podiatric physicians play in the medical community and the interrelationships with other health care professionals. (2 credit hours)

YEAR II COURSES

ANAT 2211 Lower Limb Anatomy: 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. (3 credit hours)

PHARM 2207 Clinical Podiatric Medicine and Diagnostics: Prepares students for rotations through course emphasis on principles of physical diagnosis and medical records, radiology, nuclear medicine, rheumatology, peripheral vascular disease, overuse injuries, infectious disease and therapeutic intervention. (4 credit hours)

PHARM 2210 Biomechanics: Normal Structure & Function: Discusses the evolution, development and functional anatomy of the lower extremity, focusing on the principles of kinesiology, kinetics, kinematics, muscle physiology and bioengineering as they relate to the static and dynamic normal lower extremity. (1.5 credit hours)

POD 2220 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. (6.5 credit hours)
PSYC 2205 Behavioral Medicine & Psychology: Utilizes lectures to teach personality development, normal adaptation, specific deviations, individual and family crises and the individual and family life cycle from birth to death. Behavioral medicine presents conceptualizations in the multi-disciplinary evaluation and care of the patient, and assists in developing techniques for the treatment and management of the mentally ill patient. An overview of various treatment modalities is presented. (2 credit hours)

SYST 2201 Cardio-Respiratory: Provides the student with the pathophysiology and management of major cardiovascular and pulmonary diseases. The course presents the relationship that exists between these two systems. Causes, development and clinical implications of cardiovascular and respiratory events are presented with a special focus on podiatric medical relationships as presented in clinical cases. (4 credit hours)

SYST 2203 Hematology: Develops technical competency and familiarity with basic laboratory techniques in hematology and introduces blood formation and common diseases of, or related to, the hematopoietic system, including their relationship to podiatric medicine. The course also emphasizes the pathophysiology of hematologic disorders and the relationship of the hematopoietic system to other body systems. Applications of blood disorders to the podiatric patient are considered. (2 credit hours)

SYST 2205 Renal System: Relates preclinical study of the urinary tract structure and function to common clinical abnormalities found from infancy through adult life. Emphasizes prevention, recognition and management of common urinary tract pathologies. The system covers problems involved in fluid, electrolyte and acid-base homeostasis. The relevance to podiatric medicine is emphasized through correlation discussions. (2 credit hours)

SYST 2206 Endocrine/Human Reproduction: Designed to give the student an understanding of normal and abnormal endocrine functioning. Lower limb manifestations of endocrine disorders are considered when appropriate. (2 credit hours)

SYST 2211 Gastrointestinal/Nutrition: An integrated approach to the structure, function and pathology of the gastrointestinal tract. Initial emphasis is on the normal functioning of the gastrointestinal system leading to the study of the causes, development and clinical implications of gastrointestinal problems and diseases, including relationships to podiatric medicine. The nutrition section of the course presents a basic introduction to the concepts of essential nutrients and changing nutritional requirements of individuals throughout their lifetime. (2 credit hours)

SYST 2241 Neurology: Provides the student with an understanding of clinical disorders of the brain, spinal cord and peripheral nerves. Specialists in the areas of neurology and neuropsychiatry systematically present fundamentals of normal and abnormal nervous system findings in adults and children while emphasizing the diagnosis and treatment of neurological disorders that may have implications to podiatric practice. (2 credit hours)

YEAR III COURSES

Podiatry Medicine/Emergency Medicine: Principles and practices of evidence-based podiatric medicine is comprised of the following four clinical units: Infectious Disease, Rearfoot Pathology, Forefoot Pathology and Diagnostic Podiatric Medicine. Students use learned skills and knowledge as well as develop new skills to solve clinical problems in these clinical units using a problem-based learning format. Students must ascertain key components of the patient history and physical examination to recommend appropriate diagnostic tests leading to a condition diagnosis and implementation of a management plan of action and the consequences of those actions. Students apply evidence-based evaluation skills to evaluate the literature and select the most appropriate course of action in dealing with a clinical program. A seventh clinical unit consists of a two-week vascular rotation and a rotation in the Human Simulation Lab, where students learn to group-manage emergency pathologies, utilizing computerized patient models. (6 credit hours)

POD 3205 Community Health Care, Concerns and Assessment: Introduces the student to fundamental principles and concepts associated with health care delivery and practice management systems. An overview of health-related epidemiology, medical jurisprudence and community health issues are covered in this course. (1.5 credit hours)

POD 3207 Lower Extremity Traumatology/Emergency Medicine: 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. (2.5 credit hours)

POD 3210 Basic Surgical Skills: 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. (1 credit hour)

SYST 3244 Lower Extremity Dermatology: 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. (2 credit hours)

CLINICAL AFFILIATIONS

The College has affiliations with numerous medical centers throughout the United States. Podiatric and other medical staff members of these institutions hold clinical faculty appointments.

Des Moines University Clinic
Des Moines University Foot and Ankle
Brodalaws Medical Center
Central Iowa Veterans Administration Medical Center
Adair County Memorial Hospital
Iowa Methodist Medical Center – Wound Care Center
Brodalaws Medical Center
Iowa Lutheran Medical Center
Iowa Methodist Medical Center
Mercy Hospital Medical Center

HOSPITAL CLINICAL AFFILIATIONS

Brodalaws Medical Center
Des Moines, Iowa
Community Medical Center  
Scranton, Pennsylvania
Covenant Medical Center  
Waterloo, Iowa
Depaul Health Center  
St. Louis, Missouri
Detroit Medical Center  
Warren, Michigan
DVA – Loma Linda/Jerry L. Pettis  
Memorial Hospital  
Loma Linda, California
DVA – Madison  
Madison, Wisconsin
DVA – Mountain Home/James H. Quillen  
Johnson City, Tennessee
DVA – North Chicago  
North Chicago, Illinois
DVA – Phoenix/Carl T. Hayden  
Medical Center  
Phoenix, Arizona
DVA – South Arizona Healthcare System  
Tucson, Arizona
Hennepin County Medical Center  
Minneapolis, Minnesota
Intermountain Medical Center – Salt Lake  
Salt Lake City, Utah
Regions Hospital  
St. Paul, Minnesota
Saint John Hospital and Medical Center  
Harrison Township, Michigan
Saint John Macomb - Oakland Hospital  
Warren, Michigan
St. Vincent Charity Hospital  
Cleveland, Ohio
Surgery Hospital of Oklahoma/CCF  
Oklahoma City, Oklahoma
University Hospital – UMDNJ  
Newark, New Jersey
University of Florida and Shands  
Jacksonville Medical Center  
Jacksonville, Florida
The Western Pennsylvania Hospital  
Pittsburgh, Pennsylvania
Yale/VA – Podiatric Residency Program  
West Haven, Connecticut

RESIDENCY

A podiatric resident is a licensed podiatric physician receiving advanced training in one or more aspects of the profession in a hospital- or college-based program. Residency programs are three years in duration.

All of the institutions affiliated with the College of Podiatric Medicine and Surgery for fourth-year clinical rotations also conduct residency programs for postdoctoral study. Therefore, students should have a significant advantage in competing for residency programs because of their extensive fourth-year clinical experiences, frequently in the same setting in which they will seek a residency.

RESEARCH

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. In some instances, the research has led to the publication of papers in professional journals.

ACADEMIC STANDARDS AND GUIDELINES

The College of Podiatric Medicine and Surgery believes that clear academic expectations and carefully monitored performance will result in the graduation of the highest quality podiatric physicians. Therefore, the College provides the means to carefully assess the growth of each student and to promptly assist if any academic or personal difficulties arise. The primary tools for academic monitoring and assisting are the Student Promotion and Evaluation Committee, the faculty advisors and the Office of the University Academic Counselor.

REGISTRATION

Notification of availability and location of registration forms will be made via the student portal. (For more detailed information regarding University registration policies and procedures, refer to the Student Handbook.)

RELIGIOUS HOLIDAYS

The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member to request other arrangements to complete the scheduled activity.

PROMOTION AND EVALUATION

The Student Promotion and Evaluation Committee oversee the academic progress and personal development of each student during the four years of training required for graduation. The Committee comprises three clinical and three preclinical faculty members.

The Committee evaluates the academic performance of each student. It views both scholastic achievement and character development, including such factors as emotional stability, integrity, general conduct, reliability, judgment and rapport with patients. When the Committee is satisfied that students have met all requirements, it recommends to the faculty that students be promoted or graduated.

Similarly, the Committee advises appropriate faculty and administration of any student experiencing academic difficulty. The Committee also attempts to help the student overcome any non-academic difficulties, such as emotional problems, family adjustments or legal or financial problems. Recommendations for assisting students with personal problems are submitted to the Dean of the College of Podiatric Medicine and Surgery.

GRADING SYSTEM

The College measures academic performance through a percentage grading system. A cumulative average of 70 percent in the didactic portion of the curriculum must be maintained for advancement. Clinical grades of pass (P) or fail (F) are given. All courses and clinical rotations must be successfully passed for graduation. Details are found in the Student Handbook.

FINANCIAL AID ELIGIBILITY

Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog titled “Tuition and Financial Aid.”

ACADEMIC REGULATIONS

The Student Promotion and Evaluation Committee may recommend that appropriate action be taken if a student continues performing unsatisfactory work. The final decision rests with the Dean of the College of Podiatric Medicine and Surgery. In accordance with the student evaluation mechanism, appropriate action may require that a student (1) repeat specific courses, an entire year or part of a year; (2) be suspended pending further investigation; or (3) be dropped from the College. Any course, system or rotation may be repeated only once.

VOLUNTARY WITHDRAWAL

Application for voluntary withdrawal from the College must be submitted in writing to the Dean of the College of Podiatric
Medicine and Surgery. The student must have exit interviews, beginning with the Dean. The Dean may grant a leave of absence because of financial difficulties or because of personal, emotional or family problems.

GRADUATION

Des Moines University awards the professional degree of Doctor of Podiatric Medicine (D.P.M.) upon recommendation of the faculty. The Student Promotion and Evaluation Committee reports annually to the faculty the names of students who have met requirements for this doctoral degree. To be graduated, a student must:

1. Have attained the age of 21 years.
2. Pass all prescribed courses, systems, rotations and examinations.
3. Maintain a grade average of at least 70 percent.
4. Be of good moral character and emotionally stable.
5. Show professional promise in the judgment of the faculty and receive the faculty's recommendation for graduation.
6. Satisfactorily discharge all financial obligations to the University.
8. Attend graduation ceremony at which time degree is conferred.

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.

At least 39 states, including Iowa, now require completion of an approved one-year postdoctoral residency or community preceptorship to be eligible for licensure. The examination given by the National Board of Podiatric Medical Examiners is divided into two written parts. Part I is given at the end of the second year and Part II at the end of the fourth year. The College requires students to take the National Board Examination.

Currently, 43 states, the federal government and three Canadian provinces use results of the board examination as part of their requirements for licensure.

AWARDS

The following awards are presented annually by the College of Podiatric Medicine and Surgery. These awards are made without application through the Scholarship, Honors and Awards Committee.

- **Graduate With Distinction** – This award is the highest recognition given by the College to a graduating senior, and is granted on the basis of scholastic achievement, clinical aptitude and service, personality and scientific and literary initiative.

- **College of Podiatric Medicine and Surgery Leadership Award** – This award is presented annually to the graduate who has achieved academic excellence, and has demonstrated outstanding leadership ability, dedication and service to the University, the community and the podiatric profession.

The College also presents these awards:

- American Board of Podiatric Surgery, Michael L. Stone, D.P.M., Outstanding Professional Conduct Award
- Basic Science Award
- Clinical Proficiency Award
- Clinical Science Award
- Dwayne S. Rivard, D.P.M., Memorial Award of Excellence in Surgery
- Iowa Podiatric Medical Student Association Award
- Research Award
- Service Award
- Timothy Holbrook Memorial Award of Excellence in Podiatric Orthopedics

In addition, basic science discipline awards are presented to third-year students for academic excellence in, or outstanding contributions to, the various disciplines. CPMS students in the top of the class are inducted into Pi Delta, the scholastic honorary society for the podiatric profession.
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 five degree programs: Doctor of Physical Therapy (D.P.T.), Post-Professional 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.).

The programs are designed for students who want to make the most out of their education. Classes and labs give students practical, hands-on learning experiences that they can put to use right away. By being part of a medical and health professions university, the College of Health Sciences benefits from giving students access to a wide range of future health care providers. That interaction better prepares them for practice or work in today’s health care environment.

The College offers a wide variety of online and classroom options to fit today’s working professional. Several programs are available entirely online, or through a combination of face-to-face and online instruction.

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

STUDENT/Academic SERVICES

MICROSCOPE AND EQUIPMENT
Laboratory-quality microscopes are provided as available for appropriate purposes. Certain medical diagnostic equipment must be provided by each student, depending on the program. Equipment requirements are clearly stated in each course syllabus.

FOOD SERVICES
Summerfield’s Café, located on the ground floor of the Student Education Center, provides food service during breakfast and lunch hours. A coffee bar is open extended hours for students’ convenience. Vending machines are located on the lower level of the Academic Center, in Des Moines University Clinic, on the ground floor of the Student Education Center and in the main level of Ryan Hall.

HOUSING
While on-campus housing is not available at DMU, the Greater Des Moines area offers a variety of affordable housing options, many of which are within walking distance of the campus. The University’s website links students to housing opportunities.

STUDENT HEALTH SERVICES
Student Health Services, located in Des Moines University Clinic, offers free basic health care to full-time students enrolled in the osteopathic, podiatric, physical therapy, physician assistant, anatomy or biomedical sciences programs. Immediate family members are also eligible. Services include routine health care similar to a family practice setting. Allergy shots and a limited number of laboratory services are provided free of charge. Services provided in other departments of the Clinic will be billed at full charge. Student Health Services is open 8 a.m. – 5 p.m., Monday through Friday. Noon hours are reserved for students’ urgent health care needs.

EDUCATIONAL SUPPORT SERVICES
Student Counseling and Diversity Services are located within the Division of Educational Support Services. Students are encouraged to utilize these services to help navigate the internal and external stressors of graduate school.

Student Counseling
The University realizes that students may be faced with unpredictable challenges and pressures that may interfere with their academic, professional and personal wellness. Students who are facing such barriers are urged to seek the services of student counseling. The dedicated staff members in the Student Counseling Office are professionally trained and licensed to educate students on intervention strategies when confronted with relationship difficulties, depression, anxiety, substance abuse, limited test-taking and study skills and other emotional and/or academic difficulties. There is no limit on number of sessions and insurance is not needed. All services provided by student counseling are free and confidential.

Diversity Services
The University is committed to fostering a University community and campus climate that values and actively supports inclusiveness and diversity. This division of Educational Support Services promotes programming designed to increase understanding and appreciation of diverse cultures, attempting to reduce prejudice, educate and promote social justice. This office also helps students to maneuver and interpret policies and regulations regarding visas, insurance and other immigration-related documents.

CHILD CARE
Dependent children of students and employees receive priority consideration for openings as they become available at Children’s Garden childcare center. The center is located at Wesley Acres Retirement Community adjacent to the DMU campus. Students
interested in this service should contact the Office of Student Services. The University website also provides a link to other online resources for those seeking childcare.

**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 monitor academic achievement and provide guidance and assistance in meeting academic requirements, serve as mentors to students, assist students with study and coping skills, write letters of recommendation and inform appropriate departments of student concerns.

**STUDENT HANDBOOK**

The Student Handbook is available online and supplements the information in this catalog, providing information on the policies, procedures and services that guide students during enrollment at DMU. New students are introduced to the policies and procedures contained in the Handbook at orientation and are strongly encouraged to familiarize themselves with this important resource.

**TRANSCRIPTS AND CONFIDENTIALITY**

A written request and payment of the appropriate fee by the student is required for each transcript. 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 education 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.

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. Transcripts will not be issued to, or on behalf of, any student or graduate who has delinquent financial obligations to the University. 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 (see next column).

**Notification of Rights: Family Educational Rights and Privacy Act (FERPA)**

FERPA affords students certain rights with respect to their educational records.

They are:

1. 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.

2. 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.

3. 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 law enforcement 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 fulfill his/her professional responsibilities. The second exception that permits disclosure without consent is “directory information.” Data considered by DMU to be directory information is listed on the “Release of Student Educational & Directory Information” form.

The American Academy of Physician Assistants’ description states physician assistants (PAs) are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery and write prescriptions. Within the physician-PA relationship, physician assistants exercise 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. This broad training allows them to change specialties without requiring further education.

The PA profession has undergone much growth and change since its inception in the late 1960s. The current standard requires new PA programs to offer a graduate degree upon completion and for established programs to comply with this practice by 2020. Des Moines University transitioned to a Master of Science program in 2003. Forbes Magazine rated a Master’s in Physician Assistant Studies as #1 on their “Best Degree” lists in 2010 and 2011.

**MISSION**

*To develop highly competent and compassionate Physician Assistants who are committed to four core values:*

- Prevention of disease
- Maintenance of health
- Patient education
- Treatment of disease

**PHILOSOPHY**

Des Moines University believes there is a need and a place on the primary health care team for intermediate-level care providers.

The utilization of physician assistants for more than 40 years has demonstrated that PAs provide quality, cost-effective medical care to patients. Through the availability of PAs, physicians have been able to concentrate on patients with more complex medical problems.

**OBJECTIVES**

The program provides students with the skills necessary to function effectively as health care providers. Program emphasis is on preventive health care, whereby students are educated to consider the major problems of the patient and recognize the effects of those problems on other systems.

The program prepares students to:

- Observe thorough medical histories
- Perform comprehensive physical examinations
- Order and evaluate diagnostic tests
- Formulate diagnoses
- Recommend, prescribe and perform routine therapeutic procedures
- Assist in a hospital setting
- Assist in the delivery of services in outpatient settings
- Participate in the evaluation and treatment of patients in life-threatening situations
- Instruct and counsel patients in matters related to their physical and mental health
- Become a member of the community health care team

**EDUCATION PROGRAM**

The curriculum is designed to meet the needs of students who will be working with physicians in primary care and medical specialties. The 25-month, interdisciplinary education program emphasizes the interrelationships of various functions and systems of the body, and makes students aware of the unique social, psychological and medical needs of each patient.

During the didactic phase, students complete courses in the clinical and basic sciences. This experience is followed by clinical rotations in various primary care and specialty settings. During the final month of instruction, students return to campus to conclude instruction and present their master’s projects. The various curricular experiences are complementary so that students can clearly see the correlation between theory and practice.

**DEGREE**

All students who complete the program are awarded a Master of Science in Physician Assistant Studies degree and a certificate of completion of an accredited Physician Assistant program.

**ACCREDITATION**

The Physician Assistant Program is approved by the Iowa Board of Medical Examiners and is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC–PA).

**NATIONAL CERTIFICATION**

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

**ADMISSION POLICIES**

The Physician Assistant Program is pledged to the admission and matriculation of qualified students and acknowledges awareness of laws which prohibit discrimination against anyone on the basis of race, color, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Regarding disabled individuals, the Physician Assistant Program will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards as set forth herein. In adopting these standards, the Program must keep in mind the ultimate safety of the patients its graduates will eventually care for. The standards reflect reasonable expectations of physician assistant students in performing common functions.

**MINIMAL TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION**

The holder of a PA certificate must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In
Performing – Other attributes. Technological compensation can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

**TECHNICAL STANDARDS**

1. **Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises held throughout the program. They must be able to observe a patient accurately at a distance and close at hand.

2. **Communication:** Candidates and students should be able to speak, hear and observe in order to elicit information, examine patients, describe changes in mood, activity and posture and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

3. **Motor:** Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

4. **Sensory:** Since physician assistant candidates and students need enhanced ability in their sensory skills, it would be necessary to thoroughly evaluate for candidacy individuals who are otherwise qualified but who have significant tactile, sensory or proprioceptive disabilities. This would include individuals with significant previous burns, sensory motor deficits, cicatrix formation and many malformations of the upper extremities.

5. **Strength and Mobility:** Performing as a physician assistant student often requires upright posture with sufficient lower extremity and body strength. Such strength and mobility are needed to assist in surgery, emergency situations and activities associated with daily practice as a physician assistant.

6. **Visual Integration:** Consistent with the ability to assess asymmetry, range of motion and tissue texture changes, it is necessary for candidates and students to have adequate visual capabilities for proper evaluation and treatment integration.

7. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Candidates and students must be able to concentrate, analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must also perform these functions in a timely manner and under a reasonable amount of stress since physician assistants are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Candidates and students must be able to accurately write prescriptions, accurately perform basic mathematical functions, and accurately and quickly read charts with minimal error in areas where there may be distractions. The practice of medicine demands the ability to integrate and process information promptly and accurately in a time-sensitive environment. Candidates must be able to draw on their store of knowledge in emergency situations and under time limitations.

8. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

The Physician Assistant Program will attempt to develop creative ways of opening the program curriculum to competitive, qualified disabled individuals. In doing so, however, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to educating physician assistants.

**ADMISSION REQUIREMENTS**

Candidates for admission to the Physician Assistant Program must meet the following requirements:

**UNDERGRADUATE PREPARATION**

Applicants must have a bachelor’s degree and a minimum cumulative grade point average of 2.8 on a 4.0 scale. All courses must be completed at regionally accredited institutions within the United States, or foreign equivalents, and must include:

- **Biology** – 16 semester hours. A semester each of human anatomy, physiology, microbiology and genetics. Exercise science and physical education courses do not count toward biology prerequisites.
- **Chemistry** – 16 semester hours. A semester each of inorganic chemistry, organic chemistry and biochemistry.
- **English** – 6 semester hours. A semester each of English composition and speech.
- **Psychology** – 9 semester hours. Must include a course in abnormal psychology.
- **Additional course work** – Other academic requirements include a semester each of biostatistics or statistics and medical terminology.
- **Graduate Record Examination** – Graduate Record Examination (GRE)
scores must be submitted to complete the application.

- **Practical Experience** – Applicants must have completed a minimum of 750 clock hours of direct patient-care experience in health care. Experiences may be combined, but must involve hands-on care of patients. Job shadowing of a physician assistant is required for at least a portion of the health care experience.

Prerequisite courses must be completed before registration in June. All prerequisite courses need to be completed at a regionally-accredited institution or foreign equivalent. In addition, all prerequisite courses must be completed for graded credit; pass/fail is not accepted. No grade below a C- will be accepted for a prerequisite. Graduate Record Examination (GRE) scores must also be submitted.

**PERMANENT RESIDENTS**

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card (“green card”) prior to admission. NOTE: Permanent residency status “pending” is not eligible for admission.

**NON-U.S. CITIZENS**

Applicants who are not U.S. citizens or permanent residents should review the information for international students on page 7.

**ADMISSION PROCEDURES**

Direct any correspondence or inquiries concerning admission to:

PA Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 7854
515-271-7854
www.dmu.edu/pa
paadmit@dmu.edu

**PROCEDURES FOR ACCEPTED STUDENTS**

- **APPLICATION PROCESS**

Applications for admission are processed by the Central Application Service for Physician Assistants (CASPA), and must be submitted by December 1 of the year prior to anticipated matriculation. Applications are completed online at www.caspaonline.org.

**INTERVIEW**

Interviews are required for admission to the PA Program. The most competitive applicants will be invited for on-campus interviews, which are held each year from August through March. Because of our policy of rolling admissions, it is advantageous to apply as early as possible.

Concerning application and admission:

The number of applicants to the program far exceeds the number of seats available. Successful candidates typically have grade point averages and patient experience that significantly exceed the minimum requirements for application.

Meeting minimum requirements does not guarantee an interview or admission.

**MISREPRESENTATION**

Misrepresentation in, or omission from, admissions credentials, particularly concerning previous felony or misdemeanor convictions, will constitute improper behavior under the Student Evaluation Mechanism provisions of the Student Handbook.

**MULTIPLE APPLICATIONS**

Concerning students applying to the University for the first time: First-time entering students may apply to only one clinical program at a time. Multiple applications to clinical programs will not be accepted or processed.

Concerning currently enrolled students: 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 must complete the full curriculum. Other students not completing a DMU program who wish to transfer must withdraw from the University and apply for admission through the appropriate application process. Students enrolled in the PA Program may be eligible for dual-enrollment leading to a Master of Health Care Administration (M.H.A.) degree or a Master of Public Health (M.P.H.) degree. Students interested in this option should contact the Office of Enrollment Management for additional information.

**CURRICULUM OVERVIEW**

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 experience with the final month allowing for final examinations, presentation of master’s projects and curriculum finalization. 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.
Mastery of the Early and throughout the
Clinical Preventive Laboratory Medicine courses provide an
integrated approach to several subdivisions that divide the course content by clinical specialty or system: including EKG/Heart sounds, women’s health, ophthalmology, pediatrics, dermatology, gastroenterology, psychiatry, endocrinology, cardiology, hematology, orthohinolaryngology, respiratory medicine, neurology, renal medicine, rheumatology/orthopedics, emergency medicine and geriatrics. (7-10.5 credit hours)

MSPA 1360 Clinically-Oriented Anato-
my: 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 Clinical Preventive Laboratory Medicine series. (6.5 credit hours)

MSPA 1361 Physiology/Pathophysiology: This is a clinically oriented course that will provide instruction on the overall physiology of the human body as well as show how those processes break down or malfunction in times of infection, disease, trauma and aging. 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. (6 credit hours)

MSPA 1362 FLEX-Care Communication Training: Early and throughout the program students will receive an introduction to Carl Jung’s psychological type theory to help them understand themselves better, understand how others are naturally different from them, and they will learn how to use this theory to enrich their education experience and medical practice. This training includes an opportunity for them to complete the Myers-Briggs Type Indicator (MBTI). (1 credit hour)

MSPA 1367 Clinical Skills: Mastery of the essential hands-on clinical skills of daily practice is required to provide competent care in today’s busy practice setting. This course will ensure the student is proficient in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) prior to beginning the clinical rotational year. In addition, instruction in Basic Surgical Skills, such as basic aseptic technique and suturing; and casting and splinting techniques will be provided. (3 credit hours)

MSPA 1371 Medical Pharmacology: This course focuses on the fundamentals of rational drug therapy. The major categories of pharmaceuticals are presented, e.g., antimicrobial, antihypertensives, cardiac antiarrhythmics, anticoagulants, cancer chemotherapeutic agents and psychotropic drugs. Within each category the indications, contraindications, toxicity and interactions are presented. As a part of general pharmacology, there are clinical pharmacology lectures/labs for prescription writing, drug safety and regulation concerns to better prepare our students for the clinical pharmacology portion of the Clinical Preventive Laboratory Medicine courses as well as other areas in the curriculum. (5.5 credit hours)

MSPA 1375 Immunology/Microbiology: This course is an overview of medical microbiology – immunology, bacteriology, virology, mycology, and parasitology. The major goal of the course is to enable the student to develop an appreciation and understanding of the methods whereby infectious agents cause disease. The emphasis will be on etiology, epidemiology, pathogenesis, clinical manifestations and diagnosis of the representative diseases as well as basic principles and clinical relevance of immune mechanisms. The Clinical Preventive Laboratory Medicine courses that follow will integrate segments that focus on infectious diseases from the organ/system perspective rather than from the perspective of the infectious disease agents. Following mastery of this information, the student will be able to expand his/her knowledge of other diseases. (2.5 credit hours)

SUMMARY OF COURSES

Clinical Preventive Laboratory Medicine (CPLM) I, II, III and IV: The Clinical Preventive Laboratory Medicine courses build upon the basic and clinical sciences already offered to present the disease processes of body systems in terms of etiology, historical data, clinical signs and symptoms, diagnosis, current treatment to include medications and lifestyle changes of common disease processes and the interrelationship of body systems in the makeup of the whole patient, as well as prognosis. Major emphasis is on etiology of disease, pathology, pathophysiology, pertinent preventive medicine initiatives and nutritional concerns, pertinent laboratory medicine perspectives, and radiographic concerns. The Clinical Preventive Laboratory Medicine courses provide an integrated approach to several subdivisions that divide the course content by clinical specialty or system: including EKG/Heart sounds, women’s health, ophthalmology, pediatrics, dermatology, gastroenterology, psychiatry, endocrinology, cardiology, hematology, orthohinolaryngology, respiratory medicine, neurology, renal medicine, rheumatology/orthopedics, emergency medicine and geriatrics. (7-10.5 credit hours)
Four weeks

Twelve weeks

utilized during this course. The SPAL in (SPAL) and the human simulation lab are

Standardized Performance Assessment Lab

and apply them to case studies. DMU's

ment:

MSPA 1389 Clinical Patient Assess

serves to further educate.

course are used as a teaching/learning tool

assistants. Examinations throughout the

assistants or physicians that employ physician

experiences with practicing physician as

opportunity to participate in assigned clinical

learning. Students may also be given the op

tion of the course is by lecture and coordi

specialized health care provider. Presenta

tion already gathered may be used as a basis

for further testing or proper referral to a

specialized health care provider. Presenta

tion of the course is by lecture and coordi

ated lab sessions to enhance the student's

learning. Students may also be given the op

portunity to participate in assigned clinical

experiences with practicing physician as

sistants or physicians that employ physician

assistants. Examinations throughout the

ourse are used as a teaching/learning tool that

ot only measures knowledge, but also

erves to further educate. (2 credit hours)

MSPA 1389 Clinical Patient Assess-
ment: This course builds upon the con-

cepts learned during the physical diagnosis

course. Students take the concepts of history

and physical exam and critical thinking

and apply them to case studies. DMU's

Standardized Performance Assessment Lab

(SPAL) and the human simulation lab are

utilized during this course. The SPAL in-

cludes interactions with live patients trained
to act out a particular disease or condition.

Students in this setting, under the observa-

tion of a clinician proctor, are required to

perform a thorough history and physical

exam, order lab work and/or X-rays or pro-
cedures, if applicable, determine a diagnosis

and a differential diagnosis and formulate a

treatment plan. If necessary, they may also

be required to write a prescription. They

will also be expected to discuss the treat-

ment plan with the patient, which may in-
clude explaining diagnostic tests, treatment

modalities, patient education and follow-up.

This is all done while students are being

videotaped. Immediately after the patient

interaction session is completed, a clinician

sits down with each student and critiques

the session. Students are then required to

write a SOAP note, and a PA faculty member

critiques this as well. The videotape may

be used for further review and analysis. (2

credit hours)

MSPA 1393 PA Professional Issues: This

course provides information regarding the

role of the physician assistant in today's

medical environment as well as a historical

perspective. Legal and legislative issues are
discussed, including licensing, credential-
ing, billing, coding and national certifi-
cation. (1 credit hour)

MSPA 1395 Research and Epidemiologi-
cal Principles: Understanding the epidemi-
ology of disease is one of the basic pillars
of clinical reasoning, physical examination
and developing a diagnosis. In addition to
understanding epidemiology, the practicing
clinician must read and stay attuned to the
most recent innovations in medicine. This
involves research and the ability to critically
review and understand the literature and
use that information to improve the delivery
of health care. Research design, biostatistics,
as well as a social and behavioral approaches
to health will be explored. This course will
help prepare the student for the master's re-
search project conducted during the second
year of the program. (1 credit hour)

PA 2340 Graduate Project: The Physician
Assistant Graduate Project is designed to
provide the physician assistant student with
the opportunity to gather further informa-
tion on a selected medical topic. Using skills
and information gained through the didactic
phase of the physician assistant curriculum,
especially topics included in MSPA 1395,
Research and Epidemiological Principles,
students define a topic and research method
that will be used to complete the project.

The project and course conclude with a
properly written work using formatting
and style standards set by the American
Psychological Association (APA). Students
also are responsible for an oral presenta-
tion of the project to the PA faculty, students,
and University community. Key lectures
are presented prior to the rotation year. (3.5
credit hours)

DESCRIPTION OF CLINICAL
PRECEPTORSHIPS

PA 2302 Psychiatry Rotation: Four weeks
focusing on the evaluation, intervention and
management of the psychiatric patient.

PA 2303 Emergency Medicine Rotation:
Four weeks covering initial assessment and
stabilization of patients in the emergency
setting. Includes suturing, casting and serv-
ing as a member of the emergency response
team.

PA 2309 Elective Rotation: Twelve weeks
of electives, which may include cardiovas-
cular surgery, infectious disease, tropical
medicine and many other areas of special-
ization.

PA 2335 Surgery Rotation: Four weeks
of evaluation and management of common
surgical problems, including preoperative
workup, first assist in surgery and postop-
erative follow-up.

PA 2336 Adult Primary Care Rotation:
Twelve weeks with emphasis on evalua-
tion of common medical problems in adult
primary care, the role of the hospital in the
delivery of integrated primary care services
and the specific needs of rural communities
and women.

PA 2337 Family Practice Rotation: Twelve
weeks of clinical experience in family
practice medicine. Concepts and techniques
studied in the preclinical year are applied.
Emphasizes development of the knowledge
and skills needed to assess and manage
common medical problems with physician
supervision.

Students can expect to be assigned to clin-
ical preceptorships outside the Des Moines
area, including out-of-state sites. Costs for
housing and transportation associated with
these preceptorships are the responsibility
of the student. However, some clinical sites
have no-cost or low-cost housing available.
We value the diverse perspectives earned.

NOTE: The College of Health Sciences offers an education program for physician assistants embracing the most current and complete information and teaching techniques. The College reserves the right to modify the curriculum in response to faculty initiatives, developments in the state of the teaching arts, research findings and recommendations from the Board of Trustees, the Advisory Board to the Physician Assistant Program and/or the Commission on Accreditation of Allied Health Educational Programs, the Iowa Board of Physician Assistant Examiners and the Iowa Board of Medical Examiners.

ACADEMIC STANDARDS AND GUIDELINES

The College has developed a detailed Student Handbook available to each student at registration. The handbook contains complete information on academic standards and guidelines. Consult this handbook for policies regarding promotions, academic difficulties, dismissals, leaves of absence and withdrawals.

REGISTRATION

Notification of availability and location of registration forms will be made via the student portal. (For more detailed information regarding University registration policies and procedures, refer to the Student Handbook.)

RELIGIOUS HOLIDAYS

The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member to request other arrangements to complete the scheduled activity.

INCOMPLETE GRADES

When a student is unable to complete a course during the time allowed, an incomplete grade can be arranged. The incomplete grade is not a final grade, and will be replaced at a later time with the actual grade earned.

To receive an incomplete grade, the student must contact the instructor. Assignment of an incomplete grade must be agreed upon by the instructor, and a completion date deadline must be determined. If the incomplete grade is not remedied by that time, the grade will be changed to an “F.”

INCOMPLETE GRADES

Grading System

To achieve uniformity, the following procedures are followed:

1. Before a grade is sent to the Registrar, it will be approved by the responsible faculty.

2. Letter grades and point values:
   - 93-100% A 4.0
   - 90-92 A– 3.7
   - 87-89 B+ 3.3
   - 83-86 B 3.0
   - 80-82 B– 2.7
   - 77-79 C+ 2.3
   - 75-76 C 2.0
   - Below 75 F 0.0

3. Clinical preceptorships are graded on a pass/fail basis. Subjective evaluations are submitted by clinical supervisors. Written comprehensive examinations are administered at the end of the second year.

FINANCIAL AID ELIGIBILITY

Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog titled “Tuition and Financial Aid.”

GRADUATION

To be eligible for graduation, a student must:

1. Pass all prescribed courses, systems, rotations and examinations, with a minimum cumulative average of 75%, unless otherwise stated.
2. Be of good moral character and emotionally stable.
3. Show professional promise in the judgment of the faculty, and receive the faculty’s recommendation for graduation.
4. Satisfactorily discharge all financial obligations to the University.
5. Attend graduation ceremonies. Students graduating at midterm may be granted an exception to this requirement.
6. A The Master of Science degree is conferred upon the completion of the program.

MASTER OF PUBLIC HEALTH

The Master of Public Health (M.P.H.) Program was designed to support professionals working in public health who want to further their education while remaining employed. Students will develop professional competencies by enhancing their knowledge, skills and understanding of public health issues. Courses provide an opportunity for health professionals and health profession students to further develop their skills to lead community efforts in improving the health of populations. The DMU M.P.H. Program is fully accredited through the Council on Education for Public Health (CEPH).

MISSION

The DMU M.P.H. Program serves humanity by advancing and disseminating core public health knowledge through teaching, research and practice in an active partnership with our students and the public health community.

VISION

The DMU M.P.H. Program will build a community of educated, ethical and inquisitive professionals who are capable and driven to optimize public health practice.

VALUES

1. Education: We value a high quality educational experience where professionals share their experiences, knowledge and process of development, guiding students through curriculum and public health understanding.
2. Students: We value the diverse personal and professional life experiences of each student; their willingness and desire to engage in the program with fellow students and peers professionals; and how their involvement shapes the delivery of the curriculum for a unique and evolving classroom experience.
3. Evidence-based practice: We value enhancing the curriculum through an active partnership between students, faculty and the community in

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identifying authentic public health issues where students are involved in assessing and solving problems for the promotion of public health practice.

4. **Community:** We value a connectedness with communities to promote student learning and professional growth.

**EDUCATIONAL GOALS AND OBJECTIVES**

**EDUCATIONAL GOAL**

To deliver core public health competencies through a stimulating educational experience using professionals and faculty to meet the needs of a highly motivated student body where feedback is sought and incorporated in a continuous evaluation of the program.

**EDUCATIONAL OBJECTIVES**

1. DMU M.P.H. will offer a core curriculum that includes epidemiology, biostatistics, community research methods, public health administration and management, social and behavioral science, occupational and environment health, program evaluation, ethics, internship and a culminating capstone experience.
2. DMU M.P.H. will use technology to enhance teaching strategies.
3. DMU M.P.H. will provide opportunities for public health research.
4. DMU M.P.H. will provide opportunities for professional experiences.
5. DMU M.P.H. will utilize community professionals in the delivery and governance of the curriculum.

**SERVICE GOALS AND OBJECTIVES**

**SERVICE GOAL**

To provide leadership to the public health communities through active service on boards and committees, provide public health content expertise to the larger community, health care executives and the local community.

**SERVICE OBJECTIVES**

M.P.H. Program students, faculty and practitioner scholars will provide service and leadership through:

1. Membership on committees and boards.
2. Consulting activities relating to promotion of public health.
3. Public presentations and seminars for the benefit of students, alumni, faculty, health care executives and the local community.
4. Student internships and field projects.

**RESEARCH GOALS AND OBJECTIVES**

**RESEARCH GOAL**

To advance public health knowledge from an evidence-based perspective, translate evidence-based knowledge into the public health curriculum and facilitate the transfer of new knowledge into public health practice.

**RESEARCH OBJECTIVES**

The DMU M.P.H. Program will develop and maintain a public health research agenda that is collaborative in nature, promotes evidence-based research opportunities for student involvement and is reflective of current community needs.

**OPERATIONS GOAL**

To administer, operate and sustain a CEPH-accredited MPH program through competent and collaborative leadership where faculty, students, and public health community perspectives and needs are incorporated into mission, vision, values, goals and objectives.

**DEGREE REQUIREMENTS**

The Master of Public Health Program requires the completion of 45 credit hours of course work — 39 credit hours of core courses and six hours of elective courses. The core courses provide a general foundation of knowledge that is supplemented with electives reflecting pertinent issues in public health. Please refer to the current term course calendar at [www.dmu.edu/mph/current-students](http://www.dmu.edu/mph/current-students).

**PROGRAM LENGTH**

Students have seven years from admission to complete the M.P.H. Program. Students enrolled part-time can typically complete the program in under three years.

**PROGRAM FORMAT**

Classes for this degree are offered both in the classroom and online.

**CORE CURRICULUM**

Students may take tier 1 and tier 2 concurrently and tier 2 and tier 3 concurrently, but must be toward the end of a tier to take concurrent classes in the next tier. Students must have taken all tier 1 and tier 2 classes and the Community Research Methods course in order to start the Capstone.

**TIER 1**

**Course No. & Title** | **Credit Hours**
--- | ---
MPH 620 Introduction to Graduate School and the M.P.H. Program | 1
MPH 621 Overview of the U.S. Health Care System | 3
MPH 650 Basic Statistics and Research | 3
MPH 657 Survey of Human Health and Disease | 3

**TIER 2**

**Course No. & Title** | **Credit Hours**
--- | ---
MPH 645 Health Services Program Evaluation | 3
MPH 652 Public Health Law, Ethics and Policy | 3
MPH 654 Social and Behavioral Science | 3
MPH 655 Epidemiology | 3

**TIER 3**

**Course No. & Title** | **Credit Hours**
--- | ---
MPH 625 Health Care Financial Management I | 3
MPH 651 Environmental and Occupational Health | 3
MPH 653 Public Health Administration and Management | 3
MPH 671 Community Research Methods | 3

**TIER 4**

**Course No. & Title** | **Credit Hours**
--- | ---
MPH 658 Public Health Internship | 3
MPH 660 Public Health Capstone | 2

**ELECTIVES**

**Course No. & Title** | **Credit Hours**
--- | ---
MPH 711 Grant Writing | 3
MPH 754 Excellence in Public Health | 1
MPH 756 Current Topics in Public Health | 1
MPH 766 Geographic Information Systems | 3
MPH 768 Policy and Practice: Emergency Preparedness | 3
MPH 769 Occupational and Environmental Epidemiology | 3
**MPH 774 Infectious Diseases of Humans and Animals** ........................................... 3
**MPH 775 Healthy People: Poverty and Health** .................................................. 1
**MPH 777 Cultural Applications** ................................................................. 3
**MPH 783 Foundations of Global Health** ..... 3
**MPH 784 Policy and Practice: We Are What We Eat** ........................................... 3
**MPH 785 Global Health Policy, Practice and Partnerships** ..................................... 3
**MPH 786 Health Education/Health Promotion: Techniques in Technology** ............... 3

**Total Credit Hours of Core** ............... 39
**Total Credit Hours of Electives** .......... 6
**Total Credit Hours for M.P.H.** .......... 45

* Required for students who do not have clinical experience. If students have clinical experience, they are encouraged to speak with their academic advisor regarding a replacement course.

**SUMMARY OF COURSES**

**TIER 1**

**MPH 620 Introduction to Graduate School and the M.P.H. Program:** This course is designed to introduce M.P.H. students to Des Moines University, the College of Health Sciences and the Master of Public Health Program. This course will review the resources available on the university website, student portals, M.P.H. advising course, and important public health websites. Students will gain an understanding of university and M.P.H. Program expectations and policies; an appreciation of the rigor of graduate school, including reading and writing requirements; and plan their Program of Study to be used as a guide through their graduate work at DMU. This course will also address the curriculum and technology requirements, and the best approach to the final internship, portfolio and culminating capstone experiences. (1 credit hour)

**MPH 621 Overview of the U.S. Health Care System:** This course prepares students to effectively use and manage information in a health-care context. Topics include: the evolution, diffusion and management of health care information technology; strategies and methods for planning, designing, and implementing strategic health information systems and health decision support systems; human-computer interactions. (3 credit hours)

**MPH 650 Basic Statistics and Research:** This is an introductory course that exposes the student to the use of statistical techniques for health care 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 introduction to the use of multivariate statistical techniques. Students will learn to apply statistical techniques for decision making and/or research data analysis. (3 credit hours)

**MPH 657 Survey of Human Health and Disease:** This course is designed for individuals with very little or no clinical background. It introduces students to the fundamentals of human anatomy and physiology, organ systems, medical terminology and their relation to the mechanisms of acute and chronic diseases. This class will provide an overview of the major theories of disease, with special reference to mechanisms of the significant current acute and chronic public health problems. (3 credit hours)

**TIER 2**

**MPH 645 Health Services Program Evaluation:** This course will address principles of formal program evaluation and research methods. Topics will include the nature of evaluation, formulation of hypotheses, the role of evaluation in the program life cycle, evaluation research designs, the application of particular designs to selected problems in health care administration, relationship of statistical processes to specific evaluation designs, sampling, survey development, data collection and analysis, and interpretation of research findings. Epidemiological concepts and methods and their application in health care administration are introduced. (3 credit hours; Prerequisite: Basic Statistics and Research)

**MPH 652 Public Health Law, Ethics and Policy:** An overview of legal and ethical issues facing individuals, organizations, and constituencies involved in developing public health policy and providing public health services. The course is intended to provide students with a basic working knowledge of how law and ethics can be applied to real-world public health issues. Components studied include: the legal process and resources; ethical issues of concern to public health providers; balancing public health practitioners’ constitutional responsibility to advance the populations’ health/well being with protection of individual rights—especially during emergency situations; practical issues facing public health practitioners related to liability; informed consent, confidentiality, and medical records; and legal and ethical issues related to access to health care, reproductive health, vaccination policy, injury prevention and responding to the environment. The class will also explore how public health law tools can be applied in these situations. (3 credit hours)

**MPH 654 Social and Behavioral Science:** This course discusses the contribution of the social and behavioral sciences to understanding health behavior and the prevention and treatment of disease. Topics include: models for understanding risk-taking behavior and implications for health promotion; understanding the role of social support in health maintenance; effects of interventions in health care settings on health behaviors; assessing environmental and provider-related variables in psychological models of health care utilization; physiological and physical concomitants of care giving; the need for proven, proactive interventions; and implications for health care policy. (3 credit hours)

**MPH 655 Epidemiology:** 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. (3 credit hours; Prerequisite: Basic Statistics and Research)

**TIER 3**

**MPH 625 Health Care Financial Management I:** 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. (3 credit hours)

**MPH 651 Environmental and Occupational Health:** This course is an introduction to occupational and environmental health for the Master of Public Health program students. Through reviewing applicable scientific literature, completing class assignments, and participating in discussions, students will learn about the nature and extent of occupational and environmental health, and will practice identifying and determining interventions for contemporary occupational and environmental public health issues. The focus of this course is on the identification of occupational and environmental health issues, how individuals interact with their environments, and how the results of this interaction influence public health. (3 credit hours)

**MPH 653 Public Health Administration and Management:** This course serves to support developing, entry-level competencies in public health administration and management. Topics include leadership, mission and goal definition, health data management, communications in public health, management of public health services, financial management and budgeting, quality improvement, outcomes assessment, strategic planning and marketing, health education, and other emerging topics necessary for the effective delivery of public health services. (3 credit hours)

**MPH 671 Community Research Methods:** 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. (3 credit hours)

**TIER 4**

**MPH 658 Public Health Internship:** The Public Health Internship is meant to provide the student with a new and hands-on experience in some public health setting that is appropriate for the student's growth and learning. A student who has never worked in public health may choose to experience one of any number of public health agencies. At minimum, this experience should expose a student who has little or no previous experience in a public health setting an opportunity to rotate throughout the organization's departments and functional areas to develop an intuitive “feel” for the organizational life. A student who has already worked in public health may choose to experience a different agency or organization than what he or she already knows. If the student is already a leader in public health, the student will be invited to create a personally useful experience that stretches his or her previous understanding of public health. This internship must be at least 180 hours and be guided under the direction of a preceptor. The student must propose the internship experience to the MPH Internship Coordinator and be approved before the student will be registered for the internship. The course concludes with the submission of a completed portfolio and a poster suitable for presentation. (3 credit hours)

**MPH 660 Public Health Capstone:** This course serves as a culminating experience in which students are expected to apply knowledge gained from their graduate education. An important consideration in choosing a culminating experience is to find a project that allows the student to apply theory and principles learned in coursework to a professional practice situation. This is the way in which faculty evaluate whether students have mastered the program's competencies. (2 credit hours)

**ELECTIVES**

**MPH 711 Grant Writing:** This course will prepare you in developing program proposals, writing grant proposals, and researching community issues and resources. The course will provide you with a practical approach to obtaining grant funds from public or private sources at the federal, state and local levels. (3 credit hours)

**MPH 754 Excellence in Public Health:** This course utilizes a 12-hour public health series, “Excellence in Public Health Practice,” produced by the Upper Midwest Public Health Training Center. It is used with their permission. This course provides students with an overview of each of the ten essential services of public health. These ten essential services include: monitoring health status; diagnosing and investigating health problems; informing, educating, and empowering people about health issues; mobilizing community partnerships to identify and solve health problems; developing policies and plans that support individual community health efforts; enforcing laws and regulations that protect health; linking people to needed personal health services and assuring the provision of health care; assuring competent public health workforce; evaluating personal and population-based health services; and researching for new insights and innovative solutions to health problems. Public health activities will be interpreted using the ten essential services as a framework. (1 credit hour)

**MPH 756 Current Topics in Public Health:** This course utilizes the lectures and learning opportunities of professional conferences. The M.P.H. program will offer this course as an organized class around the Iowa Public Health Conference in April 2011. Public health encompasses a wide variety of health activities and requires breadth of exposure and knowledge of current trends. Public health associations sponsor conferences meant to provide professionals with reports of current activities, the most recent research information and exposure to opportunities for new public health collaborations. This environment is ideal for students to increase their understanding public health activities and the key players who make a difference in how public health is delivered. Through this course, students will attend a minimum two-day public health conference and write assignments according to the lectures they’ve attended. Students will also reflect on how the conference creates opportunity for informal gatherings meant to promote professional relationships. (1 credit hour)

**MPH 766 Geographic Information Systems:** 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 which 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. (3 credit hours)

MPH 768 Policy & Practice: Emergency Preparedness: 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. (3 credit hours)

MPH 769 Occupational and Environmental Epidemiology: This is an introduction to occupational and environmental epidemiology, including selection and application epidemiological methods and analysis of results. Study designs, issues of validity, determination of exposure and dose, analytical approaches, and special considerations for studying the effects of occupational and environmental exposures will be covered. Through reviewing applicable scientific literature, participating in assigned learning activities and discussions, and completing assignments, students will increase their knowledge in occupational and environmental epidemiology. (3 credit hours)

MPH 770 Infectious Diseases of Humans and Animals: This course is an overview of diseases that are shared between humans and animals, otherwise known as zoonoses. Lectures will focus on the intersection of human-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. The concept of One Health will be a common theme of this course. (3 credit hours)

MPH 775 Healthy People: Poverty and Health: This class will expose students to the history, contemporary theories and data about poverty. Research and awareness will focus on how poverty influences public health and how the public’s health is so affected by populations living in and around poverty. There will be a specific scholarly investigation of socioeconomic status and the implications of how capitalism has influenced the health of populations living in poverty. (1 credit hour)

MPH 777 Cultural Applications: This elective course examines the ways in which culture affects health and health care, including perceptions of health and disease, medical care and non-traditional healing practices, and public health interventions. Students will participate in on-line discussion groups during the semester and will then travel for an in-country experience. While in-country, students will develop a culturally-relevant plan to address a priority public health issue selected by the health providers serving as DMU’s contact in that country. Students may qualify for a travel assistance stipend through the DMU Global Health Department. (3 credit hours)

MPH 783 Foundations of Global Health: Public health influences all aspects of the lives of the world’s population and is itself influenced by the interconnectedness of each countries health status as a result of modern travel and communication modalities. This course examines the foundations of global health through the lens of issues facing developing countries challenged by limited resources. Global health principles, concepts, and international goals will be discussed and the interaction of health, politics, economics and socio-demographic factors will be examined. Students will analyze selected priority global health issues as to causes, individual and societal impact, and current and future strategies to mitigate and prevent harmful consequences. (3 credit hours)

MPH 784 Policy and Practice: We Are What We Eat: This course is a three-credit elective that is self paced using text, web resources, contemporary DVDs and recorded documentary lectures to designed to help students expand their critical thinking skills and understanding of:

- The science of human nutrition – understanding what we need to eat to keep our bodies healthy.
- The economics of agriculture and food production including subsidies and government supports
- Where does our food come from – including a look at how we grow, store, ship and sell
- Food policy for consumers, government programs for families, schools, and others
- The course is divided into five units; each unit contains video lecture, assigned readings, an assessment, and discussion topics for the individual learner and group discussion.

Students will read from the assigned textbook readings, government data via Web sites, and current event articles relating to the course objectives. In each unit, students will complete an assessment of their knowledge, and participate in discussions with their classmates over the materials present in the unit and questions posed by the instructor. There are three deadlines within the course calendar; the balance of the work is at the student’s pace. (3 credit hours)

MPH 785 Global Health Policy, Practice and Partnerships: A robust global health system is integral to world peace and prosperity and quality of life for all citizens. The new reality of globalization requires public health 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 are operationalized through practice, policies, and partnerships. This course will promote students’ synthesis of historical, socio-cultural, economic and policy aspects as they analyze the international community’s response to health determinants influencing individual and population health. The role and interrelationship of local, national, and international entities addressing public health, both governmental and non-governmental, will be examined. Students are required to demonstrate critical thinking as well as high level writing and communication competencies. (3 credit hours)
MPH 786 Health Education/Health Promotion: Techniques in Technology: The effectiveness and efficiency of technology in public communication (such as websites and multimedia) are dependent upon the quality of the strategies and methods used. This course will prepare the public health official with protocol and skills to integrate various technologies in promoting public health awareness. The student is provided with the basics of website design, message design, instructional design, and will explore the research and principles of how people learn. Students will be expected to participate in critical thinking activities and in the development of a public health website resource, as well as demonstrate basic understanding of design methods and learning principles. (3 credit hours)

Note: When registering, course numbers beginning with “O” indicate an online section and course numbers that begin with “C” indicate an on-campus classroom section.

ADMISSION CRITERIA

To qualify for admission to the Public Health Program, applicants must submit all of the following:

1. **Online application:** Submit the online application and a $50 non-refundable application fee.

2. **A current resume:** Submit a resume with a detailed work history. View a sample resume in our preferred format at www.dmu.edu.

3. **Personal statement:** Submit an original personal statement, not to exceed two pages, single-spaced. Topics for the personal statement should include:
   - Career goals and how the M.P.H. Program will help to achieve those goals
   - Past contributions to the field of public health (e.g., service, leadership, research, volunteerism)
   - Professional and personal strengths that will help to succeed in our program
   - How the applicant will deal with the expected challenges of graduate school
   - What makes the applicant a strong candidate for the M.P.H. Program

4. **Letter of recommendation:** Plan to have at least one individual submit a letter of recommendation on behalf of the applicant. Letters should be written by a current or recent employer and submitted to DMU on official letterhead.

**Topics for letters of recommendation should include:**
- Length and details regarding employment
- Qualities that make the applicant a strong candidate for the M.P.H. Program
- Future career goals
- Additional relevant information

5. **Official transcripts:** Plan to request official transcripts from all colleges and universities attended for undergraduate or graduate coursework. This includes all community colleges, four-year colleges and universities, graduate schools, etc. Credits that appear on another institution’s transcript as transfer credit are not considered complete — official transcripts must be submitted from the original institution where coursework was completed.

Application materials may be sent to:

M.P.H. Admission
Des Moines University
3200 Grand Avenue
Des Moines, IA 50312

Admission to Des Moines University’s M.P.H. Program is competitive. Completion of required application materials does not guarantee admission to the program. Program faculty will review all applications completed by the deadline and notify applicants of the admission decision within approximately three weeks of the deadline. Approximately 60 new students enroll in the Public Health Program annually.

ADMISSION POLICIES AND PROCEDURES

Obtain an application for admission with instructions on the application process and criteria for application evaluation by contacting the program offices using the address below or by accessing the online application at www.dmu.edu/mph/how-to-apply/application.

M.P.H. Admission Coordinator
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
800-240-2767 ext. 1538
515-271-1538
mphadmit@dmu.edu

Completed applications are reviewed by the faculty admissions committee and dean of the College of Health Sciences, who will render a decision of regular admission or denial of admission. Notification of program admission will be made by letter.

Applications are accepted along with application documents throughout the year. However, admission decisions are made twice a year, in October and May, following the application deadlines. Applicants must allow for adequate time for application materials to arrive at Des Moines University. If admission is granted, students should be prepared to begin financial aid paperwork immediately. Course registration periods will be open for approximately 4 weeks, closing 2 weeks prior to the start date of the term.

PERMANENT RESIDENTS

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card (“green card”) prior to admission. NOTE: Permanent residency status “pending” is not eligible for admission.

NON-U.S. CITIZENS

Applicants who are not U.S. citizens or permanent residents should review the information for international students on page 7.

ACADEMIC STANDARDS AND GUIDELINES

The College has developed a detailed Student Handbook available electronically to each student on the student portal. The handbook contains complete information on academic standards and guidelines. Consult this handbook for policies regarding promotions, academic difficulties, dismissals, leaves of absence and withdrawals.

REGISTRATION

Students wishing to enroll in a M.P.H. course must complete registration for each course with the Office of the Registrar by completing the online form on the DMU portal. Early registration is encouraged (see calendar for open/close of registration period) as class sizes are limited. A priority registration period is given to students with 30 or more credits complete. Registration dates are provided in the course calendar. Students wishing to register for M.P.H. courses must be admitted into the M.P.H. program.

If at least ten registrations are not
received by the close of registration, the course may be canceled. The M.P.H. program assistants will notify all registered students if a course is canceled.

An initial roster for each course in the term is determined at the two-week deadline. The student’s prior tuition balance must be paid in full to allow registration.

M.P.H. COURSE WITHDRAWAL

Students may drop a course within two weeks (14 days) after the start of the term. The dates of the drop period for each term will be published on the academic calendar.

Students must complete and submit the on-line withdrawal form. There is a $50 per-course Change of Registration fee for schedule changes/drops. Please note by completing the form during the drop period (the first two weeks of the term), the student will avoid a tuition charge.

Changes in credit hours may affect financial aid and/or deferment. Students that withdraw from a course, must be sure to contact the Office of Financial Aid if they have current student loans.

Drop period dates for each semester will be published on the semester course calendar and in the course syllabus as well. Should these dates conflict, the drop period date published by the Office of the Registrar will take precedence.

For students withdrawing prior to the end of the drop period: Tuition charge is reversed; current Change of Registration fee is charged; there is no record of the course on the transcript.

For students withdrawing after the drop period: Full tuition is charged; Change of Registration fee does not apply; a grade of W is recorded on transcript.

For students withdrawing after the drop period and after the midpoint of the course: Full tuition is charged; Change of Registration fee does not apply; a grade of F is recorded on transcript.

Independent study courses, internships and capstone projects are single-term courses. Although a student may be allowed twelve months for completion of an internship or project, credit hours contribute to financial aid and deferment eligibility only for the term in which the original registration occurred. Term drop periods apply.

Note: Questions should be directed to the advisor regarding withdrawals.

M.P.H. SEAT RETENTION POLICY

Students who wish to remain enrolled in the M.P.H. Program are required to pay a seat retention fee after three consecutive terms of non-registration. If a student fails to register for a course or pay the continuous enrollment fee, they will be administratively dropped from the program. Students may pay the continuous enrollment fee for up to three consecutive terms. After that time, the student must register for and complete at least one course or they will be administratively dropped from enrollment. If the student wishes to re-enroll at a future date, they must reapply to the program; readmission is not guaranteed.

TECHNOLOGY REQUIREMENTS

- Windows-based computers should have Windows XP or Vista, be Pentium IV or higher, have a minimum 1 GB of RAM and 80 GB hard drive, ethernet/modem adaptor and CD-R/DVD drive. Office 2000 or higher, Microsoft Internet Explorer 7 or comparable and internet access are required.
- Macintosh computers should have at minimum a G5 or Intel 1.0MHz processor and be operating with OS X 10.4 or higher. A minimum 1 GB of RAM and 80 GB hard disk is required. A ethernet/modem adaptor, CD-R/DVD drive, Firefox 2.0 or higher and Office 2004 compatible programs are required.

The web-based instructional system is typically compatible with Macintosh computers. However, students who use Macintosh programs have experienced difficulty using the statistical software programs in the required Basic Statistics and Research course. Students are responsible for making their own arrangements to either check out a DMU laptop through the Student Help Desk or in making their Macintosh work with the programs used by the M.P.H. courses. Students who use Macintosh computers may need to save their word processing documents or presentations in a format compatible with the current Microsoft Office Suite for the PC. Macintosh users may find that some of the functions within the DMU Student Portal are limited. Des Moines University offers limited support for Macintosh users.

Basic knowledge of computer and Internet technology is necessary. For technology competencies, refer to the website.

WEBSITE

For additional information on the program, please refer to www.dmu.edu/mph.

RELIGIOUS HOLIDAYS

The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member, prior to the date, to request other arrangements to complete the scheduled activity.
The Master of Health Care Administration (M.H.A.) Program emphasizes practical knowledge students will use from day one. This real world focus on management skills, leadership and advocacy will help students advance in today’s complex health care environment. Course content reflects the best research and thinking in the health care industry today, immersing students in a body of knowledge critical to effective health care management.

The convenient course schedule allows students to continue working while earning a degree. Courses are offered mostly online with a few being offered evenings and weekends on campus. Three, on-campus Executive Residencies submerse students at the beginning, mid-point and culmination of their program and provide invaluable opportunities to connect with their faculty advisor, build networks among fellow students, faculty, guest speakers and alumni and enable faculty to support continued growth and development in those competencies that require face-to-face time.

MISSION

To develop innovative, competent students as leaders prepared to integrate evidence-based health administration theory into practice, through participation in a rigorous academic experience.

VISION

Over the next decade, our vision is to be a learning community that enhances the learning and development of reflective, innovative and effective health care leaders.

VALUES

• **Integrity** - Adhering to high moral principles or professional standards.
• **Competence** - Having enough knowledge, skill or ability to do something well.

**EDUCATIONAL GOALS AND OBJECTIVES**

**EDUCATIONAL GOAL**

The educational goal of the program is to provide M.H.A. students with a generalist curriculum that prepares them for careers in health management and that is in compliance with the Commission on Accreditation of Healthcare Management Education (CAHME).

In 2005, the program adopted the National Center for Healthcare Leadership (NCHL) Healthcare Leadership Competency Model (Version 2.1) to serve as the outcome measure for student learning and development. The NCHL model was selected for its congruence with the program’s mission, vision and values and its ability to target competency development and achievement over the lifespan of an executive’s career.

**EDUCATIONAL OBJECTIVES**

The M.H.A. Program strives to provide students with development opportunities in all three phases of the domain and within all 26 competencies. The three domains include: Transformation, Execution and People.

The goal of the M.H.A. Program, in combination with five or more years of service, is to support student achievement at level three, “Uses indirect influence” on all 26 competencies; however, while all of these competencies are important and covered in the M.H.A. core curriculum, it was through extensive discussion and with the advice of curriculum experts at NCHL that the faculty agreed in 2010 to identify nine “key” competencies, representing each of the three domains. These were chosen because they exemplify the mission, vision and values of the program and the University, and are targeted to our students who are typically mid-career professionals and clinicians.

1. **Interpersonal Understanding:** When students complete our program, they should be able to understand and explain principles throughout all courses in the program. This is linked with the M.H.A. value of professionalism and the DMU value of stewardship.

2. **Communication:** Connecting with others to lead productive conversations and achieve desired outcomes.

3. **Lifelong Learning:** A promise to improve.

4. **Strategic Orientation:** Being able to understand a situation, issue or problem by breaking it into smaller pieces or tracing its implications in a logical step-by-step way. This can be demonstrated through projects, papers, briefs and cases throughout the program as well in specific courses such as statistical analysis and health information systems. This is linked with the M.H.A. value of competence.

5. **Analytical Thinking:** When students complete our program, they should be able to accurately hear and understand the unspoken or partly expressed thoughts, feelings and concerns of others. This can be demonstrated through the written and spoken word, body language, effectiveness of conflict resolution and reflective writing. This is linked with the DMU value of humanism.

6. **Self-Development:** When students complete our program, they should be able to see an accurate view of their own strengths and development needs and demonstrate a willingness to address needs through reflective, self-directed learning. This can be demonstrated through submission of yearly programs of study, personal goal-setting, reflective writing and personal goal attainment. This is linked with the M.H.A. and DMU values of life-long learning and excellence.
developments and to apply these to decision-making. This can be demonstrated throughout the curriculum in a variety of ways from discussion boards, projects, case studies and current event analysis. This is linked to the M.H.A. value of competence and the DMU value of leadership.

7. **Collaboration**: When students complete our program, they should be able to work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members and its ability to get its mission accomplished. This can be demonstrated through group projects, team leadership, community engagement and participation group activities both within and outside of courses. This is linked to the DMU value of collaboration.

8. **Communication**: When students complete our program, they should be able to speak and write in a clear, logical and grammatical manner in formal and informal situations, to prepare cogent business presentations and to facilitate a group. This can be demonstrated across all courses in discussions in class and online, papers, presentations, use of technology and social media. This is linked to the M.H.A. value of communication.

9. **Accountability**: When students complete our program, they should have the ability to hold themselves and others accountable to standards of performance in line with the long-term good of the organization in mind. This may be demonstrated through the ability to complete assignments to the high standard expected in a timely manner, through peer-review projects and feedback to others. This is linked to the M.H.A. values of competence and integrity and the DMU value of excellence. Furthermore, this theme of accountability is an element of the new DMU strategic plan.

**SERVICE GOALS AND OBJECTIVES**

**SERVICE GOAL**

The program strives to provide service to academic, professional and community organizations that offer services to the general public and health care community.

**SERVICE OBJECTIVES**

M.H.A. Program faculty provide:
1. Service and leadership to the Program and the College of Health Sciences
2. Service and leadership to the University
3. Service and leadership through membership on boards and consulting activities that utilize faculty members’ areas of expertise
4. Service to health care organizations through student internships and field projects
5. Presentations and seminars for the benefit of students, alumni, faculty, health care executives and the local community
6. A solid foundation to students for a continuing service commitment to professional and community organizations

**RESEARCH GOALS AND OBJECTIVES**

**RESEARCH GOAL**

The research goal of the M.H.A. Program is to produce and disseminate new knowledge to the field of health administration; to ensure that faculty scholarly output is utilized in the classroom; to ensure that it is relevant to the profession; and, to encourage students as health services administrators to utilize health services research in management practice.

**RESEARCH OBJECTIVES**

1. To facilitate research among faculty and in collaboration with other academic and health care organizations
2. To conduct research and present results of studies focused on managerial and organizational issues that will enhance health care delivery
3. To continue to strengthen the level of external research support received by the program faculty
4. To integrate recent faculty research into teaching activities through required readings, presentations or case studies

**DEGREE REQUIREMENTS**

The M.H.A. Program faculty have been working on a new curriculum to be launched in the fall of 2012. The new curriculum was designed with a number of goals in mind: to support competency achievement and career advancement of our target early-to-mid-careerist student; to build on the strengths of the existing curriculum, while addressing more contemporary demands on health care executives; and to align the program with potential specialized accreditation bodies.

The new M.H.A. curriculum consists of 48 credit hours of required coursework. Thirteen credits (of the total 48) are completed with three short visits to campus over the student’s program of study. These Executive Residencies combine a core course that requires skill development and practice in a face-to-face setting with a series of Professional Development seminars sprinkled throughout a Wednesday evening to Sunday, conference-like experience.

**PROGRAM LENGTH**

Students have seven years from admission to complete the M.H.A. Program. Students enrolled part-time can typically complete the program in three years.

**CORE CURRICULUM AND COURSE SEQUENCE**

**BLOCK 1**

**Course No. & Title** | **Credit Hours**
--- | ---
Executive Residency 1* | 
MHA 619 Health Care Human Relations Management | 3
MHA 801 Professional Development Seminar I: Blending Theory with Practice | 2
MHA 621 Overview of the U.S. Health System | 3
MHA/MPH 625 Health Care Finance I | 3
MHA 626 Organizational Behavior and Leadership Theory | 3
MHA 627 Legal and Ethics I: Clinical Decision Making | 2
MHA/MPH 650 Health Care Statistics and Research | 3

**BLOCK 2**

**Course No. & Title** | **Credit Hours**
--- | ---
MHA 628 Legal and Ethics II: The Business of Health Care | 2
MHA 629 Organization Development | 3
MHA 630 Health Care Finance II | 3
MHA 631 Health Information Management | 3
MHA 633 Population Health & Managerial Epidemiology | 2
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. (2 credit hours; Prerequisites: Orientation, Executive Residency I)

MHA/MPH 650 Health Care Statistics and Research: This is an introductory course that exposes the student to the use of statistical techniques for health care 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 introduction to the use of multivariate statistical techniques. Students will learn to apply statistical techniques for decision making and/or research data analysis. (3 credit hours; Prerequisites: Orientation, Executive Residency I)

**SUMMARY OF COURSES**

**BLOCK 1**

MHA 619 Health Care Human Relations Management: 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. (3 credit hours; Prerequisite: Orientation)

MHA 801 Professional Development Seminar I: Blending Theory with Practice: The executive residencies are designed to integrate theory with practice and students work with their learning community of peers and those learners are earlier and later stages of program. The residencies take place over five consecutive days on the DMU campus and share the time with one of the core courses. The typical schedule includes a core course in the morning and an afternoon of seminars, workshops and one-on-one meetings with the student's advisor and other faculty as they progress through the degree program. In the later part of the degree program, more advanced students demonstrate their leadership and communication competencies by co-presenting some of the content to newer, less experienced students. (2 credit hours; Prerequisite: Orientation)

**BLOCK 2**

MHA 628 Legal and Ethics II: The Business of Health Care: 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. Select topics include: Scope of practice, licensure and regulation of health care providers; common forms and structures of health care enterprises; the function of licensure, accreditation and inspection in quality assurance for health facilities. (2 credit hours; Prerequisite: Legal and Ethics I: Clinical Decision Making)

MHA 629 Organization Development: This course will incorporate a survey of contemporary organizational theory focusing on concepts relevant to health service organizations and systems. Emphasizing 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. (3 credit hours; Prerequisite: Executive Residency I)

MHA 630 Health Care Finance II: This course builds on the foundational learning
from MHA 625 and goes into greater depth on discounted cash flow analysis, risk, financial performance evaluation, capital investments, debt and equity financing, and capital budgeting. It also examines the role of private equity as a source of capital and studies the use of merger and acquisition as a growth strategy for health care enterprises. (3 credit hours; Prerequisites: Executive Residency 1, Health Care Finance I)

MHA 631 Health Information Management: 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. (3 credit hours; Prerequisite: Executive Residency 1)

MHA 633 Population Health & Managerial Epidemiology: Management epidemiology is the application of principles and tools of epidemiology to the decision making process. The course will challenge the students to combine traditional public health models with contemporary theories of management. The course will demonstrate how health care leaders can incorporate the practice of epidemiology into complex management functions. (2 credit hours; Prerequisite: Executive Residency 1)

MHA 749 Field Based Learning Practicum: 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. (1 credit hour; Prerequisites: Executive Residency 1 & 2, all Block 1, 2 & 3 coursework)

MHA 802 Professional Development Seminar II: Blending Theory with Practice: The executive residencies are designed to integrate theory with practice and students work with their learning community of peers and those learners are earlier and later stages of program. The residencies take place over five consecutive days on the DMU campus and share the time with one of the core courses. The typical schedule includes a core course in the morning and an afternoon of seminars, workshops, and one-on-one meetings with the student’s advisor and other faculty as they progress through the degree program. In the later part of the degree program, more advanced students demonstrate their leadership and communication competencies by co-presenting some of the content to newer, less experienced students. (1 credit hour; Prerequisites: Executive Residency 1, all Block 1 & 2 coursework)

MHA 644 Health Care Economics & Policy: An introduction to the theoretical foundations of health care economics and its application to the health care industry. Understand how economic trends can impact a wide range of health care issues such as markets, payment systems, and policy. (3 credit hours; Prerequisites: Executive Residency 1 & 2)

MHA 646 Strategic Marketing & Communication: 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 4 P’s). Students will also experience basic data base management, conducting an internal and external environmental analysis, primary and secondary data gathering and interpretation and the 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. (3 credit hours; Prerequisites: Executive Residency 1 & 2)

MHA 648 Health Care Operations: 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 health care trends. In addition, this course introduces the theories and tools related to organizational and process improvement. (2 credit hours; Prerequisites: Executive Residency 1 & 2)

MHA 748 Quality Tools – Application Lab: 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. (1 credit hour; Prerequisites: Executive Residency 1 & 2, all Block 1, 2 & 3 coursework)

MHA 803 Professional Development Seminar III: Blending Theory with Practice: The executive residencies are designed to integrate theory with practice and students work with their learning community of peers and those learners are earlier and later stages of program. The residencies take place over five consecutive days on the DMU campus and share the time with one of the core courses. The typical schedule includes a core course in the morning and an afternoon of seminars, workshops and one-on-one meetings with the student’s advisor and other faculty as they progress through the degree program. In the later part of the
degree program, more advanced students demonstrate their leadership and communication competencies by co-presenting some of the content to newer, less experienced students. (1 credit hour; Prerequisites: Executive Residency 1 & 2, all Block 1, 2 & 3 coursework)

Note: When registering, course numbers beginning with “O” indicate an online section and course numbers that begin with “C” indicate an on-campus classroom section.

NURSING HOME ADMINISTRATOR LICENSE

Our Long-Term Care Administration emphasis is the only graduate program in Iowa approved by the Iowa Board of Examiners for Nursing Home Administrators. Completing the M.H.A. degree can fulfill the board criteria to sit for the licensure exam in Iowa. For licensure, the State of Iowa requires an internship in long-term care along with appropriate course work. Long-term care offers growing opportunities in Iowa and other states.

ADMISSION CRITERIA

To qualify for admission to the Health Care Administration Program, applicants must submit all of the following:

1. **Online application:** Submit the online application and a $50 non-refundable application fee.
2. **A current resume:** Submit a resume with a detailed work history.
3. **Admission essay #1:**
   - What do you bring to the field of health care administration?
   - What are the reasons for wanting to attend DMU and expectations from the program?
   - What is the applicant’s strategy for meeting the requirements of the program and balancing this with outside demands?
   - Describe the ideal learning environment.
4. **Admission essay #2:** Describe a challenging situation the applicant has encountered, how they handled it and what they learned from the experience.
5. **Letters of recommendation:** Please submit three letters of recommendation from individuals who can evaluate the applicant’s past and current performance in an academic or professional setting. At least one letter from a supervisor is strongly recommended. Other recommendations may include:
   - Professor
   - Professional colleague
   - Community member (preferably someone associated with a professional or volunteer organization of which the applicant is affiliated.)

6. **Official transcripts:** Transcripts are required for every institution attended for undergraduate or graduate coursework. This includes all community colleges, four-year colleges and universities, graduate schools, etc. Credits that appear on another institution’s transcript as transfer credit are not considered complete — official transcripts must be submitted from the original institution where coursework was completed.

Send all application materials to:

M.H.A. Admission  
Des Moines University  
3200 Grand Avenue  
Des Moines, IA 50312

Admission to Des Moines University’s M.H.A. Program is competitive. Completion of required application materials does not guarantee admission to the program. Program faculty will review all applications completed by the deadline and notify applicants of the admission decision within approximately three weeks of the deadline. Approximately 60 new students enroll in the Health Care Administration Program annually.

M.H.A./M.P.H. DUAL DEGREE

A dual-degree option allows students to earn both degrees. This is accomplished by completing 78 credit hours. Individuals interested in pursuing the dual degree must first select a primary program to apply for admission. Once they have successfully completed nine credit hours within that program, they are eligible to apply for admission to the second program. The M.H.A./M.P.H. dual degree curriculum follows:

**REQURED COURSEWORK**

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 620 Orientation or MPH 620 Introduction to Graduate School</td>
<td>0-1</td>
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</tbody>
</table>

**BLOCK 1**

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MHA 619 Health Care Human Relations Management</td>
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<tr>
<td>MHA 801 Professional Development Seminar I: Blending Theory with Practice</td>
<td>2</td>
</tr>
<tr>
<td>MHA/MPH 621 Overview of the U.S. Health System</td>
<td>3</td>
</tr>
<tr>
<td>MHA/MPH 625 Health Care Finance I</td>
<td>3</td>
</tr>
<tr>
<td>MHA/MPH 650 Health Care Statistics &amp; Research/Basic Statistics &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>MHA 662 Organizational Behavior and Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>MHA 627 Legal and Ethics I: Clinical Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MPH 657 Survey of Human Health and Disease</td>
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**BLOCK 2**

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<tr>
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<tbody>
<tr>
<td>MHA 628 Legal and Ethics I: Health Care Business</td>
<td>2</td>
</tr>
<tr>
<td>MHA 629 Organization Development</td>
<td>3</td>
</tr>
<tr>
<td>MHA 631 Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>MHA 633 Population Health and Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>MHA/MPH 630 Health Care Finance II</td>
<td>3</td>
</tr>
<tr>
<td>MPH 645 Health Services Program Evaluation</td>
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<tr>
<td>MPH 654 Social &amp; Behavioral Sciences</td>
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</tr>
<tr>
<td>MPH 655 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Executive Residency II</td>
<td>3</td>
</tr>
<tr>
<td>MHA 742 Strategy Formulation &amp; Implementation</td>
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<tr>
<td>MHA 802 Professional Development Seminar II: Blending Theory with Practice</td>
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**BLOCK 3**

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<tr>
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<tr>
<td>MHA 644 Health Care Economics and Policy</td>
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<tr>
<td>MHA 646 Strategic Marketing and Communications</td>
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</tr>
<tr>
<td>MHA 648 Health Care Operations</td>
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<tr>
<td>MPH 651 Occupational and Environmental Health</td>
<td>3</td>
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<tr>
<td>MHA 671 Community Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MPH 653 Public Health Administration and Management</td>
<td>3</td>
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<tr>
<td>Executive Residency III</td>
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<tr>
<td>MHA 746 Field Based Learning Practicum</td>
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<tr>
<td>MHA 748 Quality Tools Application Lab</td>
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ADMISSION POLICIES AND PROCEDURES

Obtain an application for admission with instructions on the application process and criteria for application evaluation by contacting the program offices using the address below or by accessing the online application at www.dmu.edu/mha/how-to-apply/application.

M.H.A. Admission Coordinator
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
800-240-2767 ext. 1538
515-2-71-1538
mhaadmit@dmu.edu

Completed applications are reviewed by the faculty admissions committee and dean of the College of Health Sciences, who will render a decision of regular admission or denial of admission. Notification of program admission will be made by letter.

Applications are accepted along with application documents throughout the year. However, admission decisions are made twice a year, in October and May, following the application deadlines. Applicants must allow for adequate time for application materials to arrive at Des Moines University. If admission is granted, students should be prepared to begin financial aid paperwork immediately. Course registration periods will be open for approximately 4 weeks, closing 2 weeks prior to the start date of the term.

PERMANENT RESIDENTS

Applicants who are legal permanent residents of the U.S. are required to provide a copy of their permanent resident card ("green card") prior to admission. NOTE: Permanent residency status "pending" is not eligible for admission.

NON-U.S. CITIZENS

Applicants who are not U.S. citizens or permanent residents should review the information for international students on page 7.

ACADEMIC STANDARDS AND GUIDELINES

The College has developed a detailed Student Handbook available electronically to each student on the student portal. The handbook contains complete information on academic standards and guidelines. Consult this handbook for policies regarding promotions, academic difficulties, dismissals, leaves of absence and withdrawals.

REGISTRATION

Students wishing to enroll in a M.H.A. course must complete registration for each course with the Office of the Registrar by completing the online form on the DMU portal. Early registration is encouraged (see calendar for open/close of registration period) as class sizes are limited. A priority registration period is given to students with 30 or more credits complete. Registration dates are provided in the course calendar.

If at least ten registrations are not received by the close of registration, the course may be canceled. The M.H.A. program assistants will notify all registered students if a course is canceled.

An initial roster for each course in the term is determined at the two-week deadline. The student's prior tuition balance must be paid in full to allow registration.

M.H.A. COURSE WITHDRAWAL

Students may drop a course within two weeks (14 days) after the start of the term. The dates of the drop period for each term will be published on the academic calendar.

Students must complete and submit the on-line withdrawal form. There is a $50 per-course Change of Registration fee for schedule changes/drops. Please note by completing the form during the drop period (the first two weeks of the term), the student will avoid a tuition charge.

Changes in credit hours may affect students' financial aid and/or deferment. If a student withdraws from a course, they must be sure to contact the Office of Financial Aid if they have current student loans.

Drop period dates for each semester will be published on the semester course calendar and in the course syllabus as well. Should these dates conflict, the drop period date published by the Office of the Registrar will take precedence.

For students withdrawing prior to the end of the drop period: Tuition charge is reversed; current Change of Registration fee is charged; there is no record of the course on the transcript.

For students withdrawing after the drop period: Full tuition is charged; Change of Registration fee does not apply; a grade of W is recorded on transcript.

For students withdrawing after the drop period and after the midpoint of the course: Full tuition is charged; Change of Registration fee does not apply; a grade of F is recorded on transcript.

Independent study courses, internships and capstone projects are single-term courses. Although a student may be allowed twelve months for completion of an internship or project, credit hours contribute to financial aid and deferment eligibility only for the term in which the original registration occurred. Term drop periods apply.

Note: Questions should be directed to the student's advisor regarding withdrawals.

M.H.A. SEAT RETENTION POLICY

Students who wish to remain enrolled in the M.H.A. Program are required to pay a seat retention fee after three consecutive terms of non-registration. If a student fails to register for a course or pay the continuous enrollment fee, they will be administratively dropped from the program. Students may pay the continuous enrollment fee for up to three consecutive terms. After that time, the student must register for and complete at least one course or they will be administratively dropped from enrollment. If the student wishes to re-enroll at a future date, they must reapply to the program; readmission is not guaranteed.

TECHNOLOGY REQUIREMENTS

- Windows-based computers should have Windows XP or Vista, be Pentium IV or higher, have a minimum 1 GB of RAM and 80 GB hard drive, ethernet/modem adaptor and CD-R/DVD drive. Office 2000 or higher, Microsoft Internet Explorer 7 or comparable and internet access are required.
- Macintosh computers should have at minimum a G5 or Intel 1.0MHz processor and be operating with OS X 10.4 or higher. A minimum 1 GB of RAM and 80 GB hard disk is required. A ethernet/modem adaptor, CD-R/DVD drive, Firefox 2.0 or higher and Office 2004 compatible programs are required. The web-based instructional system is typically compatible with Macintosh.
The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member, prior to the date, to request other arrangements to complete the scheduled activity.

DOCTOR OF PHYSICAL THERAPY

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 internships leading to a Doctor of Physical Therapy (D.P.T.) degree.

THE PROFESSION

The University's D.P.T. Program reflects the changing direction of the profession and continuous advancements in medicine. The American Physical Therapy Association supports and promotes entry to the physical therapy profession through preparation at the doctoral level. This is warranted by identification and expansion of a unique body of knowledge and increases in the scope of practice and professional physical therapy responsibilities.

MISSION

The mission of the D.P.T. Program is to provide progressive educational experiences that foster the growth and development of Doctors of Physical Therapy to practice in a diverse health care environment.

ACCREDITATION

The D.P.T. Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

CURRICULUM OUTCOMES

Outcomes, described below, are assessed during the curriculum, at graduation and within three years post-graduation.

1. Students and graduates will participate in scholarly activities.
   - Clinical decision-making supported by evidence
   - Critique and debate professional literature
   - Display effective synthesis of scholarly professional evidence
2. Students and graduates will exhibit lifelong learning behaviors for personal and professional growth.
   - Perform educational activities for health care providers and peers
   - Implement learning behaviors/skills into clinical practice
   - Exhibit behaviors of the reflective practitioner
   - Pursue advanced educational degrees/certificates/specializations

3. Students and graduates will engage in service to the profession, university and community.
   - Perform educational activities
   - Participate in culturally diverse activities

4. Students and graduates will display moral, ethical and legal behaviors in academic, health care and community environments.

5. Students and graduates will interact/communicate with patients/clients, caregivers, health care providers and community members in a manner that is congruent with situational and cultural needs.

6. Students and graduates will demonstrate clinical decision-making abilities in providing patient care.
   - Determine a therapeutic plan of care
   - Identify pertinent examination of tests and measures
   - Implement appropriate evaluation process
   - Integrate manual skills into patient care
   - Integrate core content into the delivery of patient care

7. Students and graduates will perform necessary skills safely for direct patient care in a variety of settings.
   - Integrate core content into the delivery of patient care
   - Perform appropriate examination tests and measures
   - Perform appropriate procedural interventions
   - Execute an appropriate therapeutic plan of care
   - Demonstrate the use of manual skills
   - Employ the physical and psychological power of touch
   - Perform patient/client-related instruction

8. Students and graduates will manage administrative duties/activities associated with patient care.
   - Serve as patient advocate/case manager
   - Determine the effectiveness and
quality of service delivery
• Determine the need for consultative services or referral
9. Students and graduates will provide care/consultation for health promotion and wellness in health care and community environments.
10. Students and graduates will pass culminating examinations.
• Clinical decision-making supported by evidence

ADMISSION PROCESS

The College of Health Sciences Doctor of Physical Therapy Program is pledged to the admission and matriculation of qualified students via an established selection process. The D.P.T. Program acknowledges awareness of laws that prohibit discrimination against anyone on the basis of race, color, religion, gender, national origin, ancestry, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Regarding disabled individuals, the program will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards as set forth herein. In adopting these standards, the program must keep in mind the ultimate safety of the patients its graduates will eventually care for. The standards reflect reasonable expectations of physical therapy students in performing common functions.

MINIMAL TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION

The holder of the Doctor of Physical Therapy (D.P.T.) degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the D.P.T. degree must be able to consistently, quickly and accurately integrate all information received, and must have the ability to learn, integrate, analyze and synthesize data.

A candidate for the D.P.T. degree must have abilities and skills in the following areas: observation; communication; motor; sensory; intellectual, conceptual, integrative and quantitative abilities; and behavioral and social attributes. Technological compensation can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

TECHNICAL STANDARDS

1. Observation: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises within the curriculum. This skill is important for proper evaluation and treatment integration.
2. Communication: Candidates and students should be able to use appropriate oral and written communication with faculty, peers, patients/clients, families and others.
3. Motor: Candidates and students should have sufficient motor function to execute movements required to provide safe and effective physical therapy evaluations and treatment.
4. Sensory: Candidates and students should possess sufficient tactile and proprioceptive skills. These skills are necessary to perceive and synthesize inputs during evaluation and treatment of patients/clients.
5. Intellectual, Conceptual, Integrative and Quantitative Abilities: These include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physical therapists, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand spatial relationships of structures. The practice of physical therapy demands the ability to integrate and process information promptly and accurately in a time-sensitive environment. Candidates must be able to draw on their store of knowledge in stressful situations and under time limitations.
6. Behavioral and Social Attributes: Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility and learn

ADMISSION REQUIREMENTS

PREREQUISITES

Candidates for admission to the D.P.T. Program must have a bachelor’s degree, in any field, from a regionally accredited institution. Candidates must also satisfy these prerequisites:

REQUIRED COURSES

Biological Sciences: 16 hours
• One course of human anatomy must be taken.
• One course of human physiology must be taken.
• The anatomy and physiology requirements can be fulfilled by a series of two courses of combined anatomy and physiology. They can also be fulfilled by one combined anatomy and physiology course plus a human physiology course.
• All courses should be taken through the biology department if possible. If taken through another department, the course may be subject to review by the Admissions Committee, and a possibility exists that the course will be unacceptable.
• Please note that exercise physiology will not fulfill the human physiology requirement.
• Labs are required with all biology classes. If labs are not offered in anatomy and physiology at the institution, please include with the application a course description for review by the Admissions Committee.

Chemistry: 8 semester hours
• Each course must include a lab.
• A chemistry sequence for science or health science majors is preferred.

Physics: 8 semester hours
• Each course must include a lab.
Statistics: One Course
- This can be taken either through the math or psychology department.

Psychology: Three Courses
- One course of general or introductory psychology is required.
- Two upper division courses (other than statistics) are required. Abnormal and developmental psychology courses are strongly recommended to fulfill this requirement.

English Composition/Speech/Communications: Two Courses
- One course of English composition is required. Testing out is acceptable if it is reflected on an official transcript.
- Literature courses do not fulfill this requirement.
- Writing across the curriculum and writing-intensive courses will be considered. Course descriptions should be included with the application.

Humanities/Social Sciences: Two Courses
- Literature, history, philosophy, sociology, theology, foreign language and art, music or theater appreciation will fulfill this requirement.
- Medical terminology: one, two or three credit hour course acceptable.

Highly Recommended (not required) Courses:
- Biomechanics, computer applications, kinesiology, exercise physiology, abnormal psychology, developmental psychology, math (trigonometry or calculus).

Note: A course must have at least 3 semester hours or 4 quarter hours.

Prerequisite courses must be completed before Registration. Students should have a minimum grade point average of 3.0 in the combined prerequisite courses and must have a minimum overall grade point average of 3.2 on a 4.0 scale when applying. All prerequisite courses need to be taken forgraded credit. Pass/Fail is not accepted. No grade below a C- will be accepted for a prerequisite. Testing out of a course is acceptable upon approval of the Physical Therapy Admissions Committee. Graduate Record Examination (GRE) scores must also be submitted.

P.T. Observation
Prior to application, applicants must have observation or experience under supervision of a licensed physical therapist as an employee, volunteer or observer in several settings, such as rehabilitation, acute care, a nursing home, private practice or pediatrics. All applicants are required to complete at least 100 hours of direct physical therapist observation including at least 20 hours with each of the following settings: acute care, neuro rehabilitation and orthopaedics.

APPLICATION PROCESS
Applicants must apply online at www.ptcas.org via the web-based Physical Therapy Centralized Application Service (PTCAS), through the American Physical Therapy Association which manages all applications. Applications are available beginning in July for the class that begins the following August. They must be submitted by December 15.

In addition to the completed online application, applicants are required to submit to PTCAS transcripts for all postsecondary schools attended. Two letters of recommendation must be submitted to PTCAS, including one from a licensed physical therapist and one from an academic instructor. Applicants must also submit GRE scores to the University.

Upon receipt of all application materials, the application will be reviewed by the DMU Enrollment Management staff in consultation with the DMU D.P.T. faculty. Selected candidates will be contacted to arrange an interview.

The D.P.T. Program follows a rolling admissions policy. Students are interviewed and accepted into the program from September through March. Applications are available in July. Classes start in August.

Direct any correspondence or inquiries concerning admission to:

D.P.T. Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
800-240-2767 ext. 7854
515-271-7854
www.dmu.edu/pt
ptadmit@dmu.edu

PROCEDURES FOR ACCEPTED STUDENTS
- After the interview, applicants will be notified of the decision of the Admissions Committee. Accepted applicants will be required to respond with a $250 seat deposit confirming acceptance of the admission offer. This deposit will be applied toward tuition at the time of registration.
- Students must have a physical examination and complete an immunization report before Registration. Students admitted shortly before classes begin will have four weeks to complete this requirement. A complete listing of required immunizations is sent to students before Orientation.
- Students must complete a criminal background check. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant.

Acceptance fees and tuition are partly refundable in accordance with schedules published in this catalog. Refer to the section titled “Tuition and Financial Aid.” No other refund schedule will apply. The Board of Trustees of the University reserves the right to change tuition and fees at any time.

MISREPRESENTATION
Misrepresentation in, or omission from, admissions credentials, particularly concerning previous felony or misdemeanor convictions, will constitute improper behavior under the Student Evaluation Mechanism provisions of the Student Handbook.

MULTIPLE APPLICATIONS
Concerning students applying to the University for the first time: First-time entering students may apply to only one clinical program at a time. Multiple applications to clinical programs will not be accepted or processed.

Concerning currently enrolled students: Enrolled students in the final year of their respective programs who anticipate
CURRICULUM OVERVIEW

Each student 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. 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 provide students with the opportunity to gain personal insight into their style for learning, teaching, relating and changing in society. Ultimately, the program assists in motivating 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 blocks. Each block builds on the information from previous blocks. The length of time for each block varies, but approximates the following schedule:

Block I – 21 weeks
Block II – 18 weeks
Block III – 15 weeks
Block IV – 10 weeks
Block V – 20 weeks
Block VI – 10 weeks
Block VII – 16 weeks
Block VIII – 16 weeks

CURRICULUM OUTLINE

YEAR 1

Block I (21 weeks)

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PTCA 1620 Clinical Applications – Health</td>
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<tr>
<td>Promotion</td>
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<td>PTFS 1650 Foundational Sciences – Anatomy</td>
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<tr>
<td>PTFS 1651 Foundational Sciences – Health</td>
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<tr>
<td>Promotion</td>
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<td>PTLS 1600 Basic Life Support (BLS) for</td>
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<tr>
<td>Health Care Providers</td>
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<td>PTPI 1690 Professional Issues and</td>
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<td>Development – Health Promotion</td>
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<td>PTPM 1660 Patient Management – Health</td>
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<tr>
<td>Promotion</td>
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<td>PTPR 1680 Health Promotion and</td>
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<td>Prevention Practicum</td>
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Block II (18 weeks)

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<th>Course No. &amp; Title</th>
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<tr>
<td>PTCA 1621 Clinical Applications – Musculoskeletal Lower Quadrant</td>
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<td>PTFS 1652 Foundational Sciences – Musculoskeletal Lower Quadrant</td>
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<tr>
<td>PTPI 1691 Professional Issues and Development – Musculoskeletal Lower Quadrant</td>
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<td>PTPM 1661 Patient Management – Musculoskeletal Lower Quadrant</td>
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YEAR 2

Block III (15 weeks)

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<tr>
<td>PTCA 2622 Clinical Applications – Musculoskeletal Upper Quadrant</td>
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<td>PTFS 2653 Foundational Sciences – Musculoskeletal Upper Quadrant</td>
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<tr>
<td>PTPI 2692 Professional Issues and Development – Musculoskeletal Upper Quadrant</td>
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Block IV (10 weeks)

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<tr>
<th>Course No. &amp; Title</th>
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<tr>
<td>PTCR 2630 Clinical Internship 1 (Elective)</td>
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Block V (20 weeks)

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<tr>
<td>PTCA 2623 Clinical Applications – Musculoskeletal Upper Quadrant</td>
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<td>PTFS 2654 Foundational Sciences – Musculoskeletal Upper Quadrant</td>
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<td>PTPI 2693 Professional Issues and Development – Musculoskeletal Upper Quadrant</td>
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<td>PTPM 2663 Patient Management – Cardiopulmonary Systems</td>
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<td>PTPM 2664 Patient Management – Musculoskeletal Upper Quadrant</td>
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YEAR 3

Block VI (10 weeks)

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<th>Course No. &amp; Title</th>
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<tbody>
<tr>
<td>PTCR 2631 Clinical Internship 2 (Neuromuscular)</td>
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Block VII (16 weeks)

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<tr>
<td>PTLS 3602 Basic Life Support (BLS) for Health Care Providers</td>
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<td>PTPI 3694 Professional Issues and Development – Practice Topics</td>
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<tr>
<td>PTPM 3670 – Practice Topics</td>
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Block VIII (16 weeks)

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<tr>
<td>PTCE 3610 Civic Engagement</td>
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<tr>
<td>PTCR 3632 Clinical Internship 3 (Acute Care)</td>
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<td>PTCR 3633 Clinical Internship 4 (Elective)</td>
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<tr>
<td>Electives</td>
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</table>

Total Hours: 127

SUMMARY OF COURSES

The description of each course represents the minimum content of that course. Each instructor may include additional appropriate material.

YEAR 1

Block I

PTCA 1620 Clinical Applications – Health Promotion: The Clinical Applications course series uses case scenarios to develop the student’s psychomotor and clinical decision-making skills. This first Clinical Applications course centers on the ability of
the practitioner to obtain the data needed from a client/patient interview to determine a course of action. Case topics focus on the screening tools used and program planning for the prevention and health promotion needs of the client. The integration of massage theory and practice and palpation are also major components of this course. (1.5 credit hours)

PTFS 1650 Foundational Sciences – Anatomy: The students, at the end of this course, will be expected to have a thorough understanding of gross anatomy, embryology and radiographic anatomy of the human body. One of the unique privileges in the anatomy course will be to dissect a human body. Students will have the opportunity to explore in depth what will later have to be recalled from memory. Dissection exercises will provide the students with a unique opportunity of examining the entire body. Developmental anatomy, also called embryology, and radiographic anatomy will provide yet another perspective in learning the human body. (9 credit hours)

PTFS 1651 Foundational Sciences – Health Promotion: This Foundational Science course has two areas of concentration. One 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 response to exercise and nutritional requirements for health are addressed. The second concentration is in the area of critical inquiry. The basics of research design and statistical analysis will be introduced, including the incorporation of research presentation meetings where student groups present the results of published research. (5 credit hours)

PTLS 1600 Basic Life Support for Health Care Providers: This course is designed for health care providers. After successful completion of this course, the student will be certified in Basic Life Support for Health Care Providers according to the American Heart Association. The course will cover adult single and two-person BLS, adult and pediatric obstructed airway management and pediatric resuscitation. In addition, the student will use the pocket mask and the automated external defibrillator (AED). (0.5 credit hour)

PTPI 1690 Professional Issues and Development – Health Promotion: This is the first course in a series of Professional Issues and Development courses. This course covers orientation to the Doctor of Physical Therapy Program and to the profession of physical therapy. The course is designed to introduce the student to issues concerned with personal and professional behaviors leading to the growth and development of a professional physical therapist. The student will be introduced to understanding the scope of practice issues, developing communication skills and establishing therapeutic relationships with patients/clients, peers and colleagues. Health promotion and prevention of a diverse population are also core components of this course in alignment with health care models and beliefs, motivational strategies and educational theories. The introduction to the Cultural Diversity series will also be presented. (2 credit hours)

PTPI 1691 Professional Issues and Development – Musculoskeletal Lower Quadrant: The second course in the Professional Issues and Development series is designed to address some of the practice aspects and psychosocial concerns related to patient/client management. Physical therapy components of documentation, clinical education models, health literacy and patient/client education will be delivered to prepare the student for initial patient management. The life cycle and family life cycle content of the course will encompass theoretical and practical applications related to the diversity of patient populations. (1 credit hour)

Block II

PTCA 1621 Clinical Applications – Musculoskeletal Lower Quadrant: The case scenarios used in this second course within the clinical applications series will develop the foundational skills needed for practice. The course includes cases to develop examination skills in goniometry, manual muscle testing and sensory testing. Transfer training and the safe use of assistive gait devices are also included within the course content. The application of various physical agents is also a major component of this course. The determination of a diagnosis and prognosis for a variety of diverse client/patient problems are done via case presentations in a small group setting. Cases include client/patient characteristics found within one of the preferred musculoskeletal practice patterns found in the Guide to Physical Therapist Practice. The student will also be assigned lab time within a clinical setting to observe patient care. (2 credit hours)

PTFS 1652 Foundational Sciences – Musculoskeletal Lower Quadrant: The focus of the Foundational Sciences course in Block II is introduction to general biomechanics, tissue mechanics and biomechanics of the lower quadrant. This includes the lumbar spine, pelvis/sacrum and the lower extremity. Gait, locomotion and pharmacology are primary topics. Pain pathways and mechanisms are presented. Research design and statistics augment the student’s critical decision-making process. (5 credit hours)

PTPR 1680 Health Promotion and Prevention Practicum: This two-week practicum is designed to allow the student to observe and practice the skills developed during the last Block of instruction. The practicum will center on the determination of individual and community health needs. The student will have the opportunity to participate in the development, implementation and assessment of community prevention, health promotion, fitness and wellness programs, etc. within and outside the greater Des Moines area. (2 credit hours)
examines and evaluates a patient/client. (1.5 credit hours)

PTPM 2662 Patient Management – Musculoskeletal Upper Quadrant: This is the third course of the patient management series. This course focuses on the management and care of a client/patient with impairments, functional limitations or disabilities related to the upper quadrant musculoskeletal systems. Principles of differential diagnosis are introduced. The student is expected to make clinical judgments regarding client/patient intervention based on the evaluation of data gathered. The safe and efficient application of procedural interventions specific to musculoskeletal system impairments is covered. The course also includes content related to the pharmacologic, medical and surgical management of the client/patient with musculoskeletal pathologies. (8 credit hours)

PTFS 2653 Foundational Sciences – Musculoskeletal Upper Quadrant: The foundational sciences series continues with the biomechanics and function of the cervical and thoracic spine, TMJ and upper extremity. Geriatrics and normal development of the newborn through year one are primary topics. Research design and statistics augment the student’s critical decision-making processes. (3.5 credit hours)

PTPI 2693 Professional Issues and Development – Neuromuscular Systems: The fourth course in the Professional Issues and Development series covers a wide range of topics. Information is presented specific to employer-employee relations such as recruitment and retention practices, job descriptions, performance appraisals, development of a professional resume and job interviewing strategies. Practice management topics of best practice, history of health care and case management are also covered. Additional material related to governmental and advocacy factors which influence the current and future delivery of health care and the implications of physical therapy are presented. Students are introduced to the current professional topics by participation in a Mock House of Delegates. (2.5 credit hours)

PTPM 2663 Patient Management – Cardiopulmonary Systems: The patient management of clients/patients classified in the Cardiovascular/Pulmonary preferred practice patterns within the Guide to Physical Therapist Practice is the key content of this course. The course will present course work related to the pharmacologic, medical and surgical management of the client/patient with cardiovascular/pulmonary pathologies. Evaluation and intervention procedures within ICU and acute care environments will also be a focus. Cultural diversity, developmental considerations and effects of aging are taken into account as the material of this course is presented. (3 credit hours)

PTPA 2623 Clinical Applications – Neuromuscular Systems: The fourth clinical applications course continues to concentrate on the acquisition of clinical decision-making and psychomotor skills related to direct patient care. Cases include clients/patients classified within one of the preferred Neuromuscular or Cardiovascular/Pulmonary practice patterns found in the Guide to Physical Therapist Practice. Cultural diversity, developmental considerations and effects of aging are taken into account. Various patient and clinical labs will be conducted both on and off the DMU campus. (2.5 credit hours)
the material of this course is presented. The course will also present course work related to the pharmacologic, medical and surgical management of the client/patient with neuromuscular and cardiovascular/pulmonary pathologies. (7 credit hours)

YEAR 3

Block VI

PTCR 3631 Clinical Internship 2 (Neuromuscular): The second clinical experience is another 10-week supervised clinical internship designed to emphasize the management of patients with musculoskeletal, neuromuscular and/or cardiovascular dysfunction. The settings of these opportunities may be in an acute hospital, a rehabilitation unit, an outpatient clinic or an extended care environment. The student will continue to integrate the five elements of patient/clinic management: examination, evaluation, diagnosis, prognosis and intervention with expectations of demonstrating clinical reasoning and skill sets. (10 credit hours)

Block VII

PTLS 3602 Basic Life Support for Health Care Providers (Recertification): This course is designed for health care providers. After successful completion of this course, the student will be re-certified in Basic Life Support for Healthcare Providers according to the American Heart Association. The course will cover adult single and two-person BLS, adult and pediatric obstructed airway management and pediatric resuscitation. In addition, the student will use the pocket mask and the automated external defibrillator (AED). (0.5 credit hour)

PTPI 3694 Professional Issues and Development – Practice Topics: The fifth course in the Professional Issues and Development series continues with an administrative and business management functions for a physical therapy practice. Some topics covered are management processes, marketing, fiscal management, strategic planning, outcomes measurement and development of a business plan. Legal aspects and regulatory systems of health care, as related to the delivery of physical therapy services within various practice settings, are also addressed. The final session of cultural diversity will be presented in regards to cultural competence during all patient/client interactions. (3.5 credit hours)

PTPT 3670 Practice Topics 5: Practice Topics contains content related to all of the preferred practice patterns found within the Guide to Physical Therapist Practice. Topics within this course include women’s health, pain management, prosthetics, infectious disease, oncology, rheumatology, integumentary disorders and occupational medicine. Specific manual therapy techniques including HVLA, CST and MFR are addressed. Material will be covered by using traditional lab and lecture presentations as well as case-based learning with an emphasis on clinical decision-making in patient management and efficient use of resources. (10 credit hours)

Block VIII

PTCR 3632-3633 Clinical Internships 3-4: The final two clinical experiences include 8-week supervised clinical internships. These experiences are designed to achieve the final clinical education requirements for the student with direct patient management of patients with musculoskeletal, neuromuscular and/or cardiopulmonary dysfunction. The student will also continue to integrate the five elements of patient/client management: examination, evaluation, diagnosis, prognosis and intervention with expectations of demonstrating entry-level clinical reasoning and skill sets during the final internship. The student may also participate in a variety of elective administrative or educational pursuits related to physical therapy during these clinical internships. (16 credit hours)

ACADEMIC STANDARDS AND GUIDELINES

REGISTRATION

Notification of availability and location of registration forms will be made via the student portal. (For more detailed information regarding University registration policies and procedures, refer to the Student Handbook and student portal.)

DROPPING A CLASS

A student who stops attending a class is not considered to have dropped the class. If withdrawal from a class becomes necessary, the student must notify the D.P.T. Program Director. The student is also responsible for notifying the Dean of the College of Health Sciences, in writing, of intent to withdraw. In the event the student does not notify the Dean, the student will receive a grade for the class.

RELIGIOUS HOLIDAYS

The administration and faculty are sensitive to the diverse religious affiliations of students. If an examination or other University activity is scheduled on the same day as a religious holiday, the student should contact the appropriate faculty member to request other arrangements to complete the scheduled activity.

INCOMPLETE GRADES

When a student is unable to complete a course during the time allowed, an incomplete grade can be arranged. The incomplete grade is not a final grade and will be replaced with the actual grade earned. To receive an incomplete grade, the student must contact the class instructor. Assignment of an incomplete grade must be agreed upon by the instructor.

GRADING SYSTEM

Students in the Doctor of Physical Therapy Program are graded according to a percentage scale. Students must maintain an overall percentage average of 75 on a scale of 100.

FINANCIAL AID ELIGIBILITY

Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog labeled “Tuition and Financial Aid.”

GRADUATION

To receive a Doctor of Physical Therapy degree, a student must satisfy the following: 1. A student who has been promoted to each progressive block shall be eligible for graduation when all requirements for graduation are fulfilled, including:

• Pass all academic courses and clinical internships. This includes successful completion of non-graded “for credit” laboratory requirements, a comprehensive examination and four hours of elective credit.
• Be recommended for graduation by the College of Health Sciences

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Student Promotion and Evaluation Committee (SPEC) to the CHS faculty, and the recommendation accepted by a majority of the CHS faculty present at the meeting with that as an agenda item.

2. Students who have not satisfactorily completed all degree requirements prior to graduation may not participate in commencement exercises unless the dean has granted a variance with the concurrence of the appropriate SPEC. Except for the Programs in Health Care Administration and Public Health, University policy stipulates that under no circumstances will a variance be authorized to any student who cannot satisfy all degree requirements by July 31, or earlier if so specified by a particular college, of the calendar year of graduation.

3. Attendance at the graduation ceremony is required in order to receive the degree of Doctor of Physical Therapy (D.P.T.) for those graduating on time.

POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY

Des Moines University offers practicing physical therapists the opportunity to earn a Post-Professional Doctor of Physical Therapy (D.P.T.) degree. The design of the curriculum is online with each course offered at least once within a 12-month time frame. One course, Manual Therapy Interventions, does have a hands-on component that can be fulfilled in one of three ways: through a weekend on the DMU campus, by submitting preselected continuing education course attendance documentation, or by proof of certification in a manual therapy area.

THE PROFESSION

The University's Post-Professional D.P.T. Program reflects the changing direction of the profession and continuous advancements in medicine. The American Physical Therapy Association supports and promotes entry to the physical therapy profession through preparation at the doctoral level. This is warranted by the broadening of physical therapy through the identification and expansion of a unique body of knowledge and increases in the scope of practice and professional responsibilities. The Post-Professional D.P.T. Program allows clinicians to advance their current physical therapy degree to the Doctor of Physical Therapy.

MISSION

To provide high-quality, clinically-applicable educational opportunities, grounded in evidence-based practice for physical therapy professionals in a doctoral-level profession.

VISION

To be the post-professional development program of choice for health care providers to acquire evidence-based knowledge to ‘exceed contemporary standards of practice’ in a changing health care environment.

VALUES

- **Excellence** - Pursue organizational performance measures that surpass competitor outcomes.
- **Professionalism** - Demonstrate the highest standards of professional behavior based on accountability and ethical practice.
- **Collaboration** - Foster an environment that supports teamwork among internal stakeholders and collaborative partnerships among external stakeholders.
- **Social Responsibility** - Promote community service, public health and wellness by addressing physical, mental, and emotional needs.

ACCREDITATION

Des Moines University has been approved by the Higher Learning Commission of the North Central Association of Colleges and Schools to offer the Post-Professional D.P.T. Program and grant the Doctor of Physical Therapy (D.P.T.) degree.

Contact information:
Higher Learning Commission
North Central Association of College and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
800-621-7440
312-263-0456
Fax: 312-263-7462
www.ncalahigherlearningcommission.org

PROGRAM OUTCOMES/COMPETENCIES

Professionalism:
1. Demonstrate professional behaviors and legal standards consistent with a doctoring profession in all aspects of practice (in accordance with APTA Standards of Practice).
2. Manage a professional development plan through engagement in professional activities to advance physical therapy practice, research and education.

Excellence:
3. Demonstrate and apply knowledge related to musculoskeletal, neuromuscular, cardiopulmonary and integumentary practice patterns.
4. Develop a structured process for clinical decision-making and outcome assessment in a practice environment based on available evidence.
5. Implement a therapeutic plan of care based on the patient/client management model and conclusions from the clinical decision making process.

Collaboration:
6. Apply effective business principles, evidence-based practice and technology in personnel/resource management, practice management and promotion of PT services.
7. Communicate with stakeholders, health professionals and other entities to cooperatively provide appropriate physical therapy services or consultation.

Social Responsibility:
8. Provide culturally-sensitive interaction, citizenship and advocacy through participation in community, educational and human service activities to promote health and wellness.

PROGRAM REQUIREMENTS

- Graduate of an accredited physical therapy program and/or current U. S. licensure as a physical therapist.
- Access to a computer with the appropriate hardware and software.
- Physical Therapy Practice – Although not required, employment as a physical therapist over the course of enrollment in the D.P.T. curriculum would facilitate discussion of case studies and application of required projects to a physical therapy practice setting.
- Six months of full-time employment in the United States.

APPLICATION AND ADMISSION PROCESS

Applicants must complete an application in order to be admitted to the Post-Professional D.P.T. Program. The application should be completed and submitted online at www.dmu.edu/ppdpt/how-to-apply/application.

1. Submit online application.
2. $50 application fee.
3. Two letters of recommendation - one from a U.S. trained and licensed Physical Therapist and one from a leader in the health care field. Each letter must be received in a sealed envelope from the letter writer written on official letterhead.¹
4. Applicants are required to submit a personal statement of not more than one page explaining their reasons for pursuing the Post-Professional D.P.T.¹

5. TOEFL Scores*: Individuals who earned their physical therapy degree outside of the United States must submit scores from the Test of English as a Foreign Language Exam (TOEFL). A total score of 100 (Internet-based test) is recommended, and a writing score of 27 (Internet-based test) is recommended. Waivers of the TOEFL requirement are automatically given to applicants who completed their physical therapy degree in one of the following countries: Australia, Canada (excluding French Quebec), New Zealand and the United Kingdom. Graduates from English-speaking countries in Africa are also included in the waiver.

* Not required for DMU P. T. alumni.

COURSE REGISTRATION

Once the applicant receives an acknowledgement of acceptance into the Post-Professional D.P.T. program and has returned the intent to enroll form, they may register for courses during the posted registration periods found on the DMU website.

TECHNOLOGY REQUIREMENTS

A personal computer is required. Basic knowledge of computer and Internet technology is necessary. For specific technology competencies, refer to the website, www.dmu.edu/ppdpt.

ADDITIONAL INFORMATION

For additional information on the Post-Professional D.P.T. Program, direct any correspondence or inquiries concerning admission to:

PP D.P.T. Admission
Des Moines University
3200 Grand Avenue
Des Moines, Iowa 50312-4198
800-240-2767 ext. 7854
515-271-7854
www.dmu.edu/ppdpt
ppdpt@dmu.edu

SUMMARY OF COURSES

PPDPT 1600 Orientation: Orientation to the components of DMU and the Program that the student will utilize in the curriculum. Content includes resources to effectively navigate the Angel learning platform, DMU library and the technology to be used in the program. A module will be presented on evidence-based medicine to establish tools to efficiently perform literature searches. This course must be completed prior to beginning the first course in the Program. (1 credit hour)

PPDPT 1601 Business Management: This course covers aspects of managing a business. Emphasis is on the design of a business, community needs analyses, financial management, marketing and public relations, quality improvement, the role of technology and networking, as well as the roles of the physical therapist as a consultant, conflict manager, negotiator and advocate. (2 credit hours)

PPDPT 1602 Individual and Family Aspects of Care: This course covers the individual characteristics of the patient/client that need to be taken into consideration in the management of a patient/client’s care. Family dynamics are explored in relation to their impact on the health and health care decisions of a patient/client along with the P.T.’s role with respect to issues of violence and abuse. (2 credit hours)

PPDPT 1603 Clinical Decision-Making: This course includes models for clinical decision-making including the patient care management model as presented in the Guide to Physical Therapist Practice. Evidence-based practice and the critical evaluation of research are covered as well as concepts in epidemiology and outcome measurement. (3 credit hours)

PPDPT 1604 Health Promotion and Prevention: Concentration on the health promotion/prevention needs of diverse populations. Content includes theories on wellness, health behavior models, motivational strategies, and the provision of services by P.T.’s that promote the health and quality of life of individuals and groups. Epidemiology is introduced for the purposes of planning health promotion/prevention services, as well as the impact of nutrition on health. Standardized tests and measures, interpretation of data collected and development of a plan of care related to health promotion/prevention are primary components of this course. (3 credit hours)

PPDPT 1605 Clinical Imaging and Pharmacology: Technical and interpretive aspects of diagnostic imaging/radiology and clinical laboratory results as related to diagnoses commonly treated by physical
therapists. The second unit covers the concepts of pharmacologic management of patients/clients and the interrelationship of pharmacologic management with P.T. interventions. (2 credit hours)

**PPDPT 1606 Motor Control Theory and Analysis:** Investigation of traditional and contemporary of motor control and their application to movement analysis. Opportunities to review technology used in motion analysis and to interpret kinematic & kinetic data will be considered from a clinical perspective. Emerging evidence in motor control will be discussed. (2 credit hours)

**PPDPT 1607 Clinical Applications:** Students choose a culminating project and apply the knowledge gained throughout the program. Development of a written proposal, development of a product and student reflection are primary components of this course. (3 credit hours)

**PPDPT 1608 Clinical Medicine Systems:** Study of the alterations of human health in response to various pathophysiological states. The principles of pathophysiology underlying major diseases will be discussed to understand the human responses to disease states and the implications of this for physical therapy management of patients. Topics covered: laboratory test/values, genetics, oncology, and various system pathology including gastrointestinal, hematology, hepatic, pancreatic biliary, & genitourinary/reproductive. (2 credit hours)

**PPDPT 1609 Manual Therapy Intervention:** This course focuses on various joint mobilization and manipulation theories and concepts as related to the spine and extremities. Joint biomechanics and neural control mechanisms as related to these manual techniques will be included. (2 credit hours)

**PPDPT 1610 Pathology of Clinical Medicine:** This course focuses on the principles of pathophysiology underlying major diseases to understand the human responses to disease states and the implications of physical therapy management. Topics addressed include psychosocial/spiritual impact on chronic illnesses, immunity, infectious disease, laboratory tests/values and the metabolic and endocrine system. Problems affecting multiple systems will be included. (2 credit hours)

**Not required for DMU P.T. alumni.**

**ACADEMIC STANDARDS AND GUIDELINES**

**COURSE WITHDRAWAL**

Students may drop a course during the registration period without incurring fees. Students withdrawing from the course after the registration period closes but prior to the drop deadline will be charged a $50 Change of Registration Fee. Students who withdraw from the course after the first seven days of the module will be charged full tuition.

**INCOMPLETE GRADES**

When a student is unable to complete a course during the time allowed, an incomplete grade can be arranged. The incomplete grade is not a final grade and will be replaced with the actual grade earned.

To receive an incomplete grade, the student must contact the class instructor. Assignment of an incomplete grade must be agreed upon by the instructor.

**GRADING SYSTEM**

Students in the Post-Professional Doctor or Physical Therapy Program are graded according to a percentage scale. Students must maintain an overall percentage average of 80 on a scale of 100.

**FINANCIAL AID ELIGIBILITY**

Students must show satisfactory academic progress to remain eligible for financial aid. For specific eligibility requirements, refer to the section of this catalog titled “Tuition and Financial Aid.”

**PROGRAM LENGTH**

Students are required to begin course work within one year of acceptance. Students have five years from the date of acceptance to complete degree requirements.

**GRADUATION**

To receive a Doctor of Physical Therapy degree, a student must satisfy the following:

1. Successful completion of all academic requirements:
   - Pass all academic courses.
   - Achieve a cumulative percentage average of 80 or higher.
2. Satisfactory resolution of all financial obligations.
3. Approval for graduation by the Board of Trustees of the University as recommended by the faculty, following recommendation by the Student Promotion and Evaluation Committee. Academic performance and professional promise is evaluated and considered for graduation.
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 DMU website at www.dmu.edu/accounting.

FINANCIAL STATEMENT

Information pertaining to the financial position of the University is available upon written request. Please direct inquiries to: Chief Financial Officer, Des Moines University, 3200 Grand Avenue, Des Moines, Iowa 50312-4198.

PAYMENT OF TUITION AND FEES

• DOCTOR OF OSTEOPATHIC MEDICINE
• DOCTOR OF PODIATRIC MEDICINE
• MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES
• DOCTOR OF PHYSICAL THERAPY

Tuition, fees and policies for the University’s education programs are subject to change.

Tuition, fees and other balances reflected as University accounts receivable are to be paid in the Accounting Office, which is located on the 4th floor of the Academic Center, Room 417. Please make payments payable to Des Moines University (DMU). If mailing payments, please send to: Attn: Accounting, Des Moines University, 3200 Grand Ave, Des Moines, IA 50312-4198. Tuition due dates and grace period end dates may be found in the disbursement dates section of Accounting’s website at www.dmu.edu/accounting.

Accepted forms of payment are: cash, check (personal, loan, scholarship, certified, and money order), Electronic Funds Transfers of loan disbursements from participating lenders/services, and credit card.

DMU accepts Visa, MasterCard, Discover, and American Express credit card payments. Credit card payment is only accepted on the portion of tuition not covered by financial aid (including loan funds and/or scholarships). To make a credit card payment, please complete the secure online form located at www.dmu.edu/accounting. Payments are also accepted in the Accounting Office or by calling 515-271-1530 or 1-800-240-2767 ext. 1530.

Note: All payments received in the Accounting Office after 2 p.m. will be posted to the account on the next business day.

Tuition is based on an academic year with payment periods in two equal installments. Due dates are published at www.dmu.edu/accounting. All seat deposits will be applied toward tuition. Governed by federal regulations, student loan disbursements will be applied to student tuition accounts within three (3) working days after DMU receives EFT disbursements from lenders or after DMU receives endorsed lender checks from students.

Failure to pay an account in full by the tuition due date will result in the following:
1. A student will be asked to sign a promissory note. If no promissory note is signed, the student will be immediately placed on an Administrative Leave of Absence.
2. The account will be viewed as having a delinquent status. Students having delinquent accounts will not be permitted the following privileges: registration, admission to classes, transcripts, and a diploma.
3. Finance charges will accrue from the original tuition due date if the outstanding balance is not paid within 60 days. Finance charges accrue at a rate of 1.5%/month (18% APR).

All communication from the Accounting Office regarding charges, credits and outstanding balances is sent to the student’s DMU email account.

M.H.A./M.P.H. DUAL ENROLLMENT

Full-time D.O., D.P.M., D.P.T. and PA students at the University have the option of taking M.H.A./M.P.H. courses at dual enrollment status, subject to the terms of their program handbook.

Tuition payment is due on the first day of the term.

Any changes in registration must be made no later than the drop date of the term for tuition to be waived. A non-refundable change of registration fee will be assessed.

Please refer to M.H.A./M.P.H. Tuition/ Fees Payment Policy Section for further information.

M.S. IN BIOMEDICAL SCIENCES/ANATOMY

Full-time D.O. and D.P.M. students at the University have the option of earning an M.S. in Biomedical Sciences or Anatomy at dual enrollment status, subject to the terms of their program handbook.

Tuition payment for the Biomedical Sciences program is due on the M.S. Program published date or the full-time program due date, whichever is earlier. Students will take a leave of absence from their full-time program in their third year to complete the second year of their Biomedical Sciences program. Students must complete the degrees within five years.

Tuition payment for the Anatomy program will be due on the M.S. Program published date or the full-time program due date, whichever is earlier. Students must complete the degree within five years.

TUITION CHARGES FOR CURRICULAR OPTIONS

Directed Studies

• Students placed on directed studies are charged a total of four years of tuition for the five years of the program.
• A student placed on directed studies after paying second-half tuition does not receive a refund or adjustment of tuition.
• Applicable tuition and/or fees will be charged during the second year (such as a repeated course or membership fees).
• Directed studies is a full-time, extended medical school curriculum. A student on directed studies is full time for maintenance of student loans and deferment of prior student loans.
• During the second year of directed studies, a student may not be eligible for Title IV financial aid. Alternative (non-federal) financial aid may be available for living expenses.

Concerning Financial Aid: Financial aid is not available from federal Title IV loans or programs while a student is repeating courses or rotations. Alternative financial aid may be available for living expenses. A repeating or readmitted student is not always considered full time and may not be eligible to defer prior student loans.

LEAVE OF ABSENCE POLICY

Leaves of absence may be granted for a period of up to one year. Students not returning within the one year period must withdraw or will be dropped from enrollment. 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 assessed. Tuition and fees are due when the student registers or the first day of class, whichever comes first. Enrollment status shall be determined based upon the current enrollment status policy.

Students returning from leaves considered as Unapproved by the Department of Education will be charged the repeated course fee for any applicable courses.

Upon return, tuition will be charged at the current academic year's approved rate. 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 charged the current annual tuition rate offset by the $20,000 of tuition paid per the previous year.

READMISSION POLICY

If a student applies for readmission into his/her original program or any other Des Moines University program, the student will be required to follow the current admission requirements for the program. In addition, the Provost must approve the acceptance of the student into the program.

Tuition will be charged each academic year at the approved rates. No credit shall be granted for any prior tuition or deposits paid.

RETURN OF COMPUTER EQUIPMENT

A student who withdraws, transfers or is dismissed must return all DMU issued computer equipment. Students must have the equipment returned to the Information Technology Services department prior to final approval by the Dean's Office. Failure to return any equipment before the absence will result in an automatic hold on all records, including the academic transcript. The student will also be billed for the equipment as per the laptop and/or handheld agreement(s) originally signed.

• POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY
• MASTER OF PUBLIC HEALTH
• MASTER OF HEALTH CARE ADMINISTRATION

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 refunds are processed. Payment, for any portion not covered by loan disbursements from participating lenders/services, and credit card payments, may be made by loan disbursement, is due by 2 p.m. of the first day of the term. Finance charges will be charged until full payment is received.

COURSE WITHDRAWAL

To drop a course, students must complete and submit the online withdrawal form. By doing so during the drop period – the first two weeks of the term – the student will avoid a tuition charge. Drop period dates for each term are published on the term course calendar and in the course syllabus. Should these dates conflict, the drop period date published by the Office of the Registrar takes precedence.

• For students withdrawing prior to the
end of the term drop period, the tuition charge is reversed and the current Change of Registration fee is charged. There is no record of the course on the student's transcript.

- For students withdrawing after the term drop period, full tuition is charged and the Change of Registration fee does not apply. A grade of “W” is recorded on the student’s transcript.

Independent study courses, internships and capstone projects are single-term courses. Although a student may be allowed 12 months for completion of an internship or project, credit hours contribute to financial aid and deferment eligibility only for the term in which the original registration occurred. Term drop periods apply.

All tuition and fee refunds resulting from withdrawal are subject to University and federal regulations.

Changing Registration: M.H.A. and M.P.H. students have the option to change their registration from credit to audit or from audit to credit (does not apply to online courses). Students must notify the instructor of their intentions before the end of the drop period. A Change of Registration fee, plus the appropriate tuition, will be assessed.

FINANCIAL AID

RETURN OF FUNDS (REFUND) POLICY

When a student withdraws, is suspended, dismissed, placed on administrative leave of absence or is granted a University approved leave of absence for more than 180 days 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 Stafford, Federal Direct Unsubsidized Stafford, Federal Direct Grad PLUS and Perkins loans.

A return of funds calculation is based on how many days the student actually spent in the payment period. Refunds are based on the effective date of the student's separation from DMU.

If the student leaves before completing 60% of the payment period, 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, the student will not receive a refund. This method will apply regardless of whether the student is a financial recipient or not.

Institutional charges are tuition, reinstatement fees, 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.

Example 1 – Return of funds required

The student begins a program on August 12 for a payment period that ends January 1. The payment period contains 143 days. (A winter break of 12 days is subtracted from the days in the payment period) The student then begins a one-year leave of absence on September 27. Because the leave is more than 180 days, DMU must calculate a possible return of funds. The student completed 47 days of the payment period (August 12 to September 27), or 33.9 percent of the payment period. Under federal rules, the student earned 33.9 percent of her/his financial aid. The University must return 66.1 percent of the Title IV aid to the student’s loans.

Unsubsidized Stafford Loan......... $19,250.00
Total Title IV borrowing............... $19,250.00
Total Title IV applied to charges ........................................... $12,737.50
Percent student earned...33.9% or $4,572.76 (.339 x 12737.50)
Amount returned by us.................. $8,164.74
($12,737.50 minus $4,572.76)
Amounts returned to loans...... –$8,164.74 to
Unsubsidized Stafford Loan
Amount retained by DMU ............... $4,572.76

If the student returns to the program after the leave of absence, he/she will receive $4,572.76 credit. If the student does not return, DMU will retain that money. Any loan funds that were refunded to the student must be repaid in accordance with the terms of the promissory note.

Example 2 – No return of funds required

The student begins a program on August 12 that ends January 1. The payment period contains 143 days. (A winter break of 12 days is subtracted from the days in the payment period) The student withdraws on November 8, having completed 89 days in the payment period. DMU must earn all of the financial aid and no University refund is required.

Unsubsidized Stafford Loan......... $9,250.00
Total Title IV borrowing............... $9,250.00
Title IV applied to charges.............. $9,037.50
Percent student earned..................100%
Amount returned by school..............None

Other refund information

1. Title IV grant and loan funds that could have been disbursed. 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 Stafford Loan funds cannot be disbursed unless the student qualifies for late disbursement under federal regulations, but funds may be included in the calculation.)

2. 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.

3. 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.

4. 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.

5. Students in M.H.A., M.P.H. and PPDPT programs are subject to additional course withdrawal policies that may impact tuition balance due.
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.

GENERAL FINANCIAL aID POLICIES

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.

LOANS

- Federal Direct Unsubsidized Stafford Loan – Loan limit is $20,500 to $47,167 (based on length of enrollment period) per year for graduate health professions students. Interest is charged during in-school period. Interest rate is 6.8% and a fee of up to 1% is deducted at disbursement. Need analysis (FAFSA) is required.

- Federal Direct Grad PLUS Loan – Maximum-Cost of Attendance Budget minus all other financial aid resources. Interest rate fixed at 7.9% accures in school and a fee of up to 4% is deducted at disbursement. FAFSA is required.

- Federal Perkins Student Loan – Maximum of $8,000 per year graduate/professional. Obtained by applying through the University’s Financial Aid Office. Parental information is required. Students are not charged interest while in school. Need analysis (FAFSA) is required. Interest rate is fixed at 5%. Limited funds available to students with exceptional financial need. Priority deadline is April 15 of the preceding academic year.

- Super Primary Care Loan – Obtained by applying through the University. Available to fourth-year D.O. students who agree to complete a primary care residency and practice in primary care until the loan is paid in full. This is a federal loan that is based on exceptional financial need and requires parental information. The interest rate is fixed at 5% and the loan does not accrue interest during school or residency. Loan amount is $100,000 and proceeds are used to pay off prior DMU medical school student loans. All fourth-year D.O. students are notified in the fall of application procedures and loan requirements. Limited funds.

- Refund Advance – The University may loan full-time students up to $2,000 for emergencies. Information and applications can be obtained through the Accounting Office or Student Accounts Administrator. The student’s tuition account with the University must be current (fully paid).

SCHOLARSHIPS AND LOAN REPAYMENT PROGRAMS

- Health Professional Recruitment Program – Up to $100,000 of student debt reduction in return for four years of practice in an Iowa shortage area or medically underserved community. Available to D.O., D.P.T., D.P.M. and PA graduates. Visit www.dmu.edu/financial-aid/scholarships/health-professional-recruitment-program for more information.

- Health Professions Scholarship Program – Provided by the military services (Army, Navy, Air Force). Apply directly to one of the services through a military recruiter. Each scholarship provides the costs of tuition, required fees, health insurance, required books and equipment and a monthly living allowance. After completion of residency, the student must repay one year of military service for each year of scholarship. Currently, only D.O. students may apply.

- Indian Health Service Loan Repayment Program – Provided by the Indian Health Service. Contracts with health professionals to provide health care services at an Indian health program site. Available to D.O., D.P.T., D.P.M. and PA graduates. Student loan debt is reduced by up to $20,000 for each year of service. Visit www.ihs.gov/jobscareerdevelop/dhps/lrp for more information.

- National Health Service Corps Loan Repayment Program – Provided by the U.S. Public Health Service, U.S. Department of Health & Human Services. Apply directly to the service. Each scholarship provides the costs of tuition, required fees, health insurance, required books and equipment and a monthly living allowance. After completing a D.O. or D.P.M. residency, the student must repay one year of service for each year of scholarship. Preference may be given to members of federally recognized Native American tribes and Alaska natives. Visit www.ihs.gov/jobscareerdevelop/dhps/scholarships for more information.

- Indian Health Service Scholarship – Provided by the Indian Health Service, U.S. Department of Health & Human Services. Contracts with health professionals to provide health care services at a NHSC-approved site. Available to D.O. and PA graduates. Student loan debt is reduced by up to $60,000 for a two-year service commitment. Visit nhsc.hrsa.gov/loanrepayment for more information.

- National Health Service Corps Scholarship – Provided by the U.S. Public Health Service, U.S. Department of Health and Human Services. Contracts with health professionals to provide health care services at an NHSC-approved program. Available to D.O. and PA graduates. Student loan debt is reduced by up to $60,000 for a two-year service commitment. Visit nhsc.hrsa.gov/loanrepayment for more information.
UNIVERSITY SCHOLARSHIPS

- Claude Oster Scholarship - Available to student enrolled full time at Des Moines University with preference given to students enrolled in COM. Priority will be given to dependents of members of the United Auto Workers. Students are notified when the online application is available.
- Joseph Dorgan Memorial Trust - Scholarship to be used to support African American or other minority student. No application is required; recipient(s) are nominated by Dean(s).
- William Anderson, D.O. Scholarship - Scholarship to be awarded (pending available funds) to a deserving minority student based on academic merit and financial need. No application is required; recipient(s) are nominated by Dean(s).
- Iowa Farm Bureau Federation Scholarship – Scholarship provided to a student who makes a commitment to practice in Iowa. Recipients are required to sign a statement of intent to practice in Iowa. No application is required; recipient(s) are nominated by Deans.
- Glanton Scholarship - Scholarship developed to increase diversity at DMU. Eligibility is limited to African American, Native American and Hispanic students in full-time on-campus programs. No application is required; nominations will be made by Dean(s) and Enrollment Management Office. Scholarship is for incoming students, and is renewable based on acceptable academic progress.

PROGRAM-SPECIFIC SCHOLARSHIPS AND LOAN REPAYMENT PROGRAMS

COLLEGE OF OSTEOPATHIC MEDICINE AND SURGERY

- Merit Scholarships – These include the full-tuition Presidential Scholarship; the Dean’s Scholarship for half the amount of tuition; and quarter-tuition merit scholarships. Those eligible must have a minimum science grade point average of 3.7 and an MCAT score of 30 or higher. Students do not need to apply for these merit scholarships; those who have been accepted into the College and meet minimum qualifications are automatically considered. Annual renewal is contingent upon outstanding academic performance (criteria: 85 percent or higher in all DMU course work).

For the following scholarships, obtain an application from the Financial Aid Office.
- Academic Achievement Scholarship – Available to second-, third- and fourth-year students. Minimum award of $1,000 based on academic record.
- Disadvantaged Scholarship – Available to second-, third- and fourth-year students. Minimum award of $1,000 based on family background and/or low family income.
- Military Service Scholarship – Available to second-, third- and fourth-year students. Minimum award of $1,000 based on prior/current military service, affiliation and interest.
- Service Scholarship – Available to second-, third- and fourth-year students. Minimum award of $1,000 for service as an elected student officer, demonstrated research and publication or excellence in volunteer service.

COLLEGE OF PODIATRIC MEDICINE AND SURGERY

Obtain applications from the Dean’s Office or as noted.
- University Merit Scholarship – Renewable scholarships ranging from $2,000 to $4,000. Awarded to first-year students based on outstanding academic performance prior to matriculation into the College and continued demonstration of academic excellence. Contact the Dean’s Office.
- Dean’s Scholarship – Awarded to entering first-year students in the amount of $2,000 to $4,000 based on academic performance, community service and extracurricular activities prior to matriculation in the College. Non-renewable.
- College of Podiatric Medicine Merit Scholarship – Awarded to upper-classmen in the amount of $2,000 to $4,000 based on outstanding academic performance, clinical performance or community service. Non-renewable.
- CPMS Clinical Competency Scholarship – A $1,000 scholarship awarded to the third-year student demonstrating excellence in clinical performance.
- CPMS Advancement Scholarship – This $1,000 award is awarded to the student demonstrating the greatest improvement in class rank from the end of Year I to the end of Year II.
- The Fund for Podiatric Medical Education – A variety of scholarships available to third- and fourth-year students. Awards are based on financial need, academic record and community service. Amounts vary. Contact the Dean’s Office.
- PICA (Podiatry Insurance Company of America) Scholarships – Up to $2,500 based on academic merit and professional promise. Contact the Dean’s Office.
- Washington State Podiatric Medical Association – Erickson Memorial Scholarship and Parrett Scholarship Foundation provide awards to Washington state residents who are enrolled in the College of Podiatric Medicine and Surgery. Contact the Financial Aid Office.
- Podiatry Foundation of Pittsburgh – Awards of $1,000 to $2,500 for rising first- and third-year students who are from western Pennsylvania. Contact the Financial Aid Office.
- Arkansas Podiatric Grant – Up to $5,000 per year as a forgivable loan. Must be an Arkansas resident, and must return to practice in Arkansas one year for each year of loan. Contact the Financial Aid Office.
- Mississippi Podiatric Scholarship – Variable amounts. Must be a Mississippi resident, and must return to practice in Mississippi one year for each year of scholarship. Contact the Financial Aid Office.
- North Carolina Student Loan Program for Health, Sciences and Mathematics – $8500 per year. Must be a North Carolina resident. The loan obligation may be forgiven through approved employment within the state of North Carolina provided the recipient works in the field that he/she was funded. One calendar year of full-time employment in a designated shortage area is required for each year the loan was received. Contact (919) 549-8614 or the Financial Aid Office for information.

COLLEGE OF HEALTH SCIENCES

Physician Assistant Program
- Academic Merit Scholarship – These scholarships are distributed to entering
first-year students based on academic record and professional promise. No application is required.

- **Buckner Scholarship** – Established to honor the memory of John Buckner, PA’83, this scholarship is given to a deserving second-year student who demonstrates leadership, academic excellence and a compassionate attitude toward patients and fellow students.

- **Association of Family Practice Physicians Assistants Scholarship** – This association offers scholarships to first- and second-year physician assistant students who are student members of AFPPA, demonstrate a special interest in primary care medicine and are in good academic standing. Scholarships to first-year students are $1,000; to second-year students, $1,500. Visit www.afppa.org/scholarship_application.html for information.

- **Association of Schools of Allied Health Professions Scholarship** – The ASAHP offers two scholarship programs, the Secretary’s Award and the Scholarship of Excellence Award, for students enrolled in an accredited allied health program. For information, visit www.asahp.org.

- **Physician Assistant Foundation Scholarship** – This foundation has awarded more than 750 scholarships totaling more than $1,000,000 to deserving PA students. Any student member of the American Academy of Physician Assistants who is attending an ARC-PA-accredited PA program and is in the professional phase of his or her program is eligible to apply. Visit www.aapa.org/paf/annual-student.php for information.

- **Physician Assistants for Latino Health (PALH) Scholarship** – PALH, a caucus of the AAPA, offers two scholarships to currently enrolled physician assistant students. Visit pasforlatinohealth.org/scholarship.htm for information.

- **Physician Assistants in Orthopedic Surgery Susan Lindahl Scholarship** – This memorial scholarship fund was established to cultivate and attract young physician assistant students into the field of orthopedics. For information, visit pasos.org/pascholarship.html.

- **Captain Sean P. Grimes Physician Assistant Educational Scholarship** – This scholarship honors the memory of Captain Sean P. Grimes, a physician assistant who was killed in action while serving as the Battalion physician assistant in Korea. Applications and details about the scholarship and Captain Grimes’ life can be found on the SAPA website at sapa.org/SeanScholarship-Page.htm.

- **Tylenol Scholarship** – This fund awards $250,000 in scholarships to students in health care. Twenty $5,000 awards and 150 $1,000 awards are available. For information, visit www.tylenol.com.

**Doctor of Physical Therapy & Professional D.P.T. Programs**

- **Academic Merit Scholarship** – Scholarships are distributed to entering first-year students based on academic record and professional promise. No application is necessary for this scholarship.

- **Sandra Teague Memorial Scholarship** – This fund was established by members of the P.T. Class of 1998, DMU physical therapy faculty and staff and the family of Sandra Teague, P.T. Class of 1998, who was killed in the tragic plane crash that targeted the Pentagon on September 11, 2001. The scholarship is awarded annually to a third-year D.P.T. student.

- **AMBUCS Scholarship** – For more than 50 years, National AMBUCS™, Inc. has awarded scholarships to physical therapy students in programs leading to master’s or doctoral degrees. Awards range from $500 to $1,500 annually. There is one two-year award in the amount of $6,000. Approximately $150,000 is awarded annually. Awards are based on financial need, U.S. citizenship, commitment to local community, demonstrated academic accomplishment, character for compassion and integrity, and career objectives. Visit www.ambucs.com/Scholars/program_information.aspx for information.

- **Association of Schools of Allied Health Professions Scholarship** – The ASAHP offers two scholarship programs, the Secretary’s Award and the Scholarship of Excellence Award, for students enrolled in accredited allied health programs. For information, visit www.asahp.org.

- **Gary L. Soderberg Doctor of Physical Therapy Award** – This scholarship is provided by the Doctor of Physical Therapy Visionary Foundation Inc. in honor of Dr. Gary Soderberg, former program director of Creighton University’s Doctor of Physical Therapy program. To date, more than $15,000 has been awarded to students from professional D.P.T. programs. Students must be in their final year of study to apply. For information, visit www.dptvision.com/index.html.

- **Tylenol Scholarship** – This fund awards $250,000 in scholarships to students in health care. Twenty $5,000 awards and 150 $1,000 awards are available. For information, visit www.tylenol.com.
an academic year with two approximately equal payment periods. Half of the annual tuition is due at start of classes and the second half is due on a date to be published by the Accounting Office. Term starting dates are established by the programs and the Registrar's Office; see the University calendar. Tuition for the M.H.A., M.P.H. and PPDPT Programs is charged by the credit hour and payment is required at the start of the payment period.

As a general rule, all loans are disbursed in two equal installments (M.H.A., M.P.H. and PPDPT are on disbursement). The following chart illustrates current regulations governing payment of aid:

**LOANS**

- **Federal Direct Unsubsidized Stafford Loan** – The first half is disbursed at start of year, the second disbursement after approximately half of the academic year is completed. 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 Stafford
- **Super Primary Care Loan** – Loan proceeds are used to pay back prior loans borrowed while at Des Moines University.
- **Federal Perkins Loan** – Same as Stafford

**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 once per month
- **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 Stafford Loan
- Federal Direct Grad PLUS Loan
- Federal Perkins Loan
- Primary Care Loan
- Program Scholarships

### FEDERAL PERKINS STUDENT LOAN PROGRAM SELECTION CRITERIA

Students in all of the University’s academic programs may apply for a Federal Perkins Student Loan. The loan application is available from the Financial Aid Office.

**Procedure:**

- Obtain a Perkins Loan Application from the Financial Aid Office.
- Be in compliance with all current Title IV eligibility requirements.
- Include parental information on the FAFSA and provide a copy of parents tax form (required for consideration).

**Selection:**

- Awards are based on demonstrated exceptional financial need. Parental information required.
- Applicants are ranked in order of need as determined from the FAFSA.
- Loans are credited directly to the tuition account.
- Other eligibility requirements may be established.

### CONFLICTING INFORMATION

If a review of student financial information reveals discrepancies or shows conflicting information, no federal, state or other financial aid will be released until the discrepancy or conflicting information is resolved. The following guidelines concerning discrepancies are in effect:

- Students who fall into this category will be notified in writing.
- A written statement of the discrepancy or conflicting information will be provided to the student.

### VERIFICATION OF STUDENT FINANCIAL INFORMATION

Students selected for verification of information are governed by this policy:

- From the date of notification by the Financial Aid Office, the student will have 60 days to supply the necessary documentation.
- Failure to provide required documentation will result in the withholding of all Title IV disbursements.
- A student selected for verification will be notified, in writing, at the current address record.
- A student must submit the verification worksheet, a copy of his/her 1040, 1040A or 1040EZ or statement of non-tax filer status and any other documentation required to resolve conflicting information.

### OTHER FINANCIAL AID POLICIES

The University has adopted the following policies governing student budget items and availability of student financial aid.

### BUDGET ADJUSTMENTS

In certain documented circumstances a student’s cost-of-attendance budget may be increased to receive additional funds. These may include but are not limited to: child day care costs, un-reimbursed medical expenses, costs associated with a disability or certain other unforeseen expenses (not associated with living expenses, car payments, credit card payments, etc.) Contact the Financial Aid Office for more information on qualification.

### SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Students in each of the University’s education programs must show satisfactory academic progress to remain eligible for financial aid.

### DOCTOR OF OSTEOPATHIC MEDICINE PROGRAM

1. Maximum length of program: The program must be completed in six years.
A University approved leave of absence (LOA) is not included in the six-year limit. An Administrative LOA does not count toward the limit.

2. A student must successfully pass all required coursework and rotations each academic year.

3. A grade of Incomplete or Withdrawal is equivalent to No Hours for the course or system.

4. A successfully repeated course or system will be credited to the course or system in the academic year taken.

Satisfactory Progress:

• To progress to Year II, a student must successfully pass all Year I courses.

• To progress to hospital/clinic rotations (Years III and IV), a student must successfully pass all Year II courses and pass Level I of COMLEX. A student must also pass all required “for credit” laboratory courses.

• To graduate, a student must successfully pass all hospital/clinic rotations and Level II and PE of COMLEX exams.

• A failure in any course/system/hospital/clinic rotation or “for credit” laboratory course must be re-mediated before advancing to the next grade level.

*As defined in the Awarding of Grades section of the handbook and/or course syllabus.

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES PROGRAM

1. Maximum length of program: The program must be completed in five years. A University approved leave of absence (LOA) is not included in the five-year limit. An Administrative LOA does not count toward the limit.

2. A student must maintain a cumulative 80 percent average or higher.

3. A grade of Incomplete or Withdrawal is equivalent to no hours for the course.

4. Both the re-evaluation grade and the failing grade will remain on the transcript and in the GPA.

5. To progress to Year II, a student must successfully pass all Year I coursework.

*As defined in the Awarding of Grades section of the handbook and/or course syllabus.

DOCTOR OF PODIATRIC MEDICINE PROGRAM

1. The maximum length of time allowed for earning a D.P.M. degree is six years. A University approved leave of absence (LOA) is not included in the six-year limit. An Administrative LOA does not count toward the limit.

2. The student must successfully pass all required coursework and rotations each academic year.

3. A grade of Incomplete or Withdrawal from a course/system is equivalent to no hours for that course or system.

4. A successfully repeated course or system will be credited to the course or system in that academic year.

Satisfactory Progress:

• To progress to Year II, a student must successfully pass all Year I courses.

• To progress to Year III, a student must successfully pass all Year II courses.

• To progress to Year hospital/clinic rotations, a student must successfully pass all Year III courses and pass Part I of the National Board Exams. A student must also pass all required “for credit” laboratory courses.

• To graduate, a student must successfully pass all hospital/clinic rotations.

• A failure in any course/system/hospital/clinic rotation or “for credit” laboratory course must be re-mediated before advancing to the next grade level.

*As defined in the Grades section of the handbook and/or course syllabus.

DOCTOR OF PHYSICAL THERAPY PROGRAM

1. Maximum length of program: A student must complete the program within four years of initial registration. A University approved leave of absence (LOA) is not included in the four-year limit. An Administrative LOA does not count toward the limit.

2. Academic grades: A student must maintain a cumulative percentage average across the curriculum of 80 based on a scale of 100. For courses graded Pass/Fail, a Pass grade is equivalent to 80 percent or better.

• The D.P.T. Program is measured in blocks, with nine blocks in the entire course of study.

• Year I consists of Blocks I, II and III.

• Year II consists of Blocks IV, V and VI.

• Year III consists of Blocks VII, VIII and IX.

3. In addition to maintaining a cumulative percentage average of 80, a student must complete Blocks I and II to be judged as making satisfactory progress in Year I. The student must complete Blocks IV and V to be judged as making satisfactory progress in Year II. The student must complete Blocks VII and VIII to be judged as making satisfactory academic progress in Year III.

4. All other academic requirements for advancement or promotion apply as specified in the Student Handbook and catalog.

5. An incomplete or withdrawal is considered as “a course attempted” and will be calculated in the percentage completed. A repeated course will be treated in a similar way.

POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM

1. Maximum length of program: A student has five years to complete the program. A University approved leave of absence (LOA) is not included in the five-year
limit. An Administrative LOA does count toward the limit.

2. Academic grades: A student must maintain a cumulative average of 3.0 to maintain academic progress.

3. Students must complete a minimum of 70% of total attempted credit hours. Attempted credits are considered any credits a student is enrolled in after the drop deadline each term. Also included are any transfer credits. A withdrawal, failure or repeated course is considered “a course attempted” and will be calculated against percentage completed.

4. A student may not exceed 120% of the required credits to earn the degree. A student is ineligible for financial aid after attempting the total credits allowed.

5. SAP will be monitored at the end of each term.

6. Financial aid warning: A student that fails to meet GPA and/or minimum credit components will be placed on financial aid warning for the next consecutive semester. A student will remain eligible for financial aid while on financial aid warning.

7. Financial aid suspension: A student that fails to meet SAP requirements during the warning period will not be eligible for financial aid until all SAP requirements have been met.

**PHYSICIAN ASSISTANT PROGRAM**

1. Maximum length of program: A student must complete the program within 37 months of initial registration.

2. Academic grades: A student must maintain an overall average of 3.0 or equivalent. For courses graded Pass/Fail, a Pass grade is equivalent to 75 percent or better.

3. Students must successfully complete Year I requirements prior to entering Year II (clinical phase).

4. The faculty may impose additional academic requirements for advancement or promotion other than those listed above. All other academic requirements for advancement or promotion apply as specified in the student handbook.

5. An incomplete or withdrawal is considered as “a course attempted” and will be calculated in the percentage completed. A repeated course will be treated in a similar way.

**M.H.A. AND M.P.H. PROGRAMS**

1. Maximum length of program: A student has seven years to complete the program. A University approved leave of absence (LOA) is not included in the seven-year limit. An Administrative LOA does count toward the limit.

2. Students must maintain a cumulative GPA of 3.0 to maintain academic progress.

3. Students must complete a minimum of 70% of total attempted credit hours in an academic year. Attempted credits are considered any credits a student is enrolled in after the drop deadline each term. Also included are any transfer credits. A withdrawal, failure or repeated course is considered “a course attempted” and will be calculated against percentage completed.

4. A student may not exceed 120% of the required credits to earn the degree. A student is ineligible for financial aid after attempting the total allowed.

5. SAP will be monitored at the end of each term.

6. Financial aid warning: A student that fails to meet GPA and/or minimum credit components will be placed on financial aid warning for the next consecutive term. A student will remain eligible for financial aid while on financial aid warning.

7. Financial aid suspension: A student that fails to meet SAP requirements during the warning period will not be eligible for financial aid until all SAP requirements have been met.
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