Des Moines University, a private graduate university of the health sciences, is pleased to provide this catalog for the 2014-15 and 2015-16 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.

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
2014-2015 ACADEMIC YEAR

2014
May 28-30 Orientation for new PA students
August 5 Orientation for new students
August 11 Year I classes begin
November 26-30 Thanksgiving break – No classes
Dec. 20 - Jan. 4 Winter break

2015
March 14-22 Spring break
May 29 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.

2015-2016 ACADEMIC YEAR

2015
May 27-29 Orientation for new PA students
August 4 Orientation for new students
August 10 Year I classes begin
November 25-29 Thanksgiving break – No classes
Dec. 19 - Jan. 3 Winter break

2016
March 12-20 Spring break
June 1 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, gender, creed, national origin, age, marital status, sexual orientation or disability 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. DMU students are expected to be actively responsible for all aspects of their enrollment. Students requesting accommodations must take the initiative to seek assistance, comply with deadlines and agreements and participate in the outlined procedure. DMU students requesting accommodations should contact an Accommodations Specialist in the Center for Academic Success and Enrichment. This may be done in person or by emailing accommodations@dmu.edu. This should take place at least three weeks prior to the start of the semester or immediately following an injury, illness or onset of condition in order to disclose a disability, illness, injury or condition to initiate accommodations. New students that indicate on their technical standards form that they will need accommodations to meet their program’s technical standards will be contacted by an Accommodations Specialist before the start of the semester to initiate the application.

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

ABOUT THIS CATALOG

This catalog, updated in August 2014, provides information about Des Moines University for classes entering in August 2014 and August 2015.

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.

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

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

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).

NOTE: The College of Osteopathic Medicine adheres to the AOA Code of Ethics, which can be found at www.osteopathic.org/inside-aoa/about/leadership/Pages/aoa-code-of-ethics.aspx.

OUTCOMES: To check out DMU’s stats (pass rates on board exams, graduation rates and match rates for residencies and internships) and how they compare to national averages, please visit www.dmu.edu/com/outcomes.

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 Matthews Bookstore, located on the first floor of the Student Education Center. A first-year student should allot $500 for books and equipment.

FOOD SERVICES

The SPOT Summerfield’s, 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 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. Visit www.dmu.edu/student-services/student-life/housing-resources for information on 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.

CENTER FOR ACADEMIC SUCCESS AND ENRICHMENT

The Center for Academic Success and Enrichment (CASE), will assist DMU students with a broad range of services and programs designed to help students achieve their academic and personal goals. Students will be provided with individual and group opportunities needed to become successful, active learners. The center strives to assist students in developing independent learning techniques that will contribute to their academic success and lifelong learning skills.

STUDENT COUNSELING CENTER

The Student Counseling Center helps students meet the personal challenges associated with identifying and accomplishing academic, career and life goals. Services include short-term counseling, psychoeducational workshops, support group facilitation, referral services, crisis intervention, outreach and program development and consultation.

CHILD CARE

Dependent children of students and employees receive priority consideration for openings as they become available at Children’s Garden child care 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. Visit www.dmu.edu/student-services/student-life/housing-resources for information on housing opportunities.

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; (2) 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by DMU to comply with requirements of FERPA by writing to:

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. A disturbance in one system may alter the functions of other body systems.

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 and will be grounds for dismissal.

**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.

*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.) degree or a Master of Science in Biomedical Sciences (M.S.B.S) degree. 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.*

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

A candidate for the Doctor of Osteopathic Medicine degree must have abilities and skills in nine areas: observation; communication; motor; sensory; strength and mobility; visual integration; intellectual, conceptual, integrative and quantitative; behavioral and social; and cultural. While the University is committed to complying with the terms of the Americans with Disabilities Act, certain minimum technical standards must be present in all students seeking a health care degree. Reasonable accommodations will be provided when supported with appropriate documentation but in all cases, students must be able to perform in a reasonably independent manner. Students must comply with these technical standards in order to fulfill the terms of professional promise for academic promotion as defined in the Student Handbook.

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, observe and understand the English language 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 to the upper extremities. Students must be willing and able to touch and examine members of the same as well as the opposite gender.

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:** These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

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 work effectively as a member of a health care team; tolerate physically taxing and stressful workloads; adapt to changing environments; display flexibility; learn to function in the face of uncertainties inherent in the clinical problems of many patients; and to be free of impairments due to substance abuse. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes. Students must be accepting and non-judgmental when caring for patients whose spiritual beliefs, culture, ethnicity, socioeconomic background or sexual orientation differ from their background.

9. Cultural Attributes: Physicians must be able to examine members of the opposite gender, and of the same gender, in order to practice medicine. All students must learn to touch and examine members of both genders and cultural prohibitions must not be a barrier to students when these activities are a part of the educational process. Likewise, head scarves and other clothing that would restrict motion or line of vision must be removed for practice in the OMM laboratory settings.

ADMISSION REQUIREMENTS

A bachelor’s degree from a regionally accredited institution is required.

Required courses must be completed before registration. The minimum grades recommended for application are a 2.8 cumulative GPA and a 2.8 science GPA on a 4.0 scale, and at least a “C” in each of the 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.

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 to the program.

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 $60 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 physician (either D.O. or M.D.) 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.

PREVIOUS MATRICULANTS

Graduates from M.D., D.O. or equivalent programs (U.S. or foreign) are not eligible for consideration for admission to the D.O. program at Des Moines University. Previous matriculants to medical school who withdrew in good standing from their institution for personal (not behavioral or academic) reasons will be considered on a case-by-case basis.

PROCEDURES FOR ACCEPTED STUDENTS

Students accepted for admission to the College must:

• Submit a non-refundable $1,000 seat deposit in installment payments, which is applied toward tuition.
• Submit an official transcript from each college or university attended.
• Complete any required courses and a bachelor’s degree from a regionally accredited institution prior to matriculation.
• Complete the Technical Standards for Admission, Academic Promotion and Graduation form.
• Complete a physical examination and 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 the DMU preferred vendor. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant. Students are obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check and will be required to complete annual criminal background checks while enrolled at DMU.
• Complete medical insurance enrollment or provide proof of coverage through an alternate source that meets minimum criteria and provides comprehensive major medical benefits. Students must present proof of coverage at registration.
• 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. All correspondence and inquiries should be directed to:

Des Moines University
COM Admissions
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1499
515-271-1499
doadmit@dmu.edu

TRANSFER

Transfer into the Doctor of Osteopathic Medicine Program will be considered if the student meets the following criteria:
• Enrolled in a COCA or LCME accredited medical school,
• In good academic standing in the upper 50% of the class at the current medical school,
• Passed COMLEX I of NBOME (or USMLE I if from an allopathic school) if requesting transfer at the completion of the second year,
• Have a cogent reason for requesting a transfer.

Eligible candidates can apply for consideration by submitting:
• A formal letter of request stating reasons for transfer,
• A letter of support from the Dean of the current medical school,
• Official transcripts from the current medical school and all other institutions attended,
• Official MCAT, COMLEX and USMLE score reports.
• An on-campus interview may be required.

A review of transcripts will determine what credit will be granted for prior course work as well as which DMU-COM courses will be required prior to graduation. All students approved for transfer into the D.O. 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 Admissions 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 be eligible to take Health Care Administration or Public Health course work during the summer term 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 the Admissions Office 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.”

CURRICULUM OUTLINE

PRECLINICAL PHASE

Year I

Course No. & Title Credit Hours
ANAT 1101 Gross Anatomy ........................................6.5
ANAT 1104 Neuroanatomy ............................................2
BIOC 1102 Biochemistry and Molecular Genetics .........................4.5
BIOE 1120 Introduction to Medical Ethics ................................1.5
HIST 1106 Cell and Tissue Biology ......................................3
HLTH 1107 Clinical Medicine ...........................................3.5
HMNTS 1111 Introduction to the History of Medicine .........................1
MICR 1103 Immunology/Microbiology ...................................6
OMM 1101 Osteopathic Manual Medicine I....................................4.5
OMT 1102 Fundamentals of Patient Safety and Clinical Quality I (online) ......0.5
OMT 1103 Professional Certifications I ......................................0.5
OMT 1122 Geriatrics .......................................................2.5
PATH 1109 Pathology ......................................................3
PHYS 1116 Introduction to Physiology .....................................6.5
PSYC 1105 Behavioral Medicine .........................................2

Year II

Course No. & Title Credit Hours
BIOE 2120 Medical Ethics II ............................................2
HLTH 2103 ENT ..........................................................1
HLTH 2104 Ophthalmology ...............................................1
LAB 2115 Basic Surgical Skills ............................................1
OMM 2101 Osteopathic Manual Medicine I ....................................4
OMT 2102 Fundamentals of Patient Safety and Clinical Quality II (online) ......0.5
OMT 2103 Professional Certification II ....................................0.5
OMT 2104 Early Clinical Experiences ....................................0.5
OMT 2119 Preventive Medicine/Nutrition ..................................2
OMT 2120 Evidence-Based Medicine .....................................1

Electives (Not all offered every year)

Animal Assisted Therapy
Clinical Research Methods/Ethics
Cranial Nerves – A Case-Based Approach
Cranial OMM
Diagnostic Strategies
Education for Physicians on End of Life Care
Emerging Physician Leadership Forum
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
Medicine & the Movies
Mentored Student Research Experience
Military Elective Course
Module Development for the iPad: 3D Virtual Patient Cases
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
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 and is included in OSTE 2103 Professional Certifications II.

CLINICAL PHASE

Year III

Course No. & Title Credit Hours
OMM 3101 Osteopathic Manual Medicine III ..................................2
OMT 3144 Clinical Rotations (one credit hour per week of clinic) ............44
OMT 3151 Introduction to Health Systems & Policy (online) ..................1
OMT 3160 Comprehensive Clinical Assessment ................................1

Year IV

OMM 4101 Osteopathic Manual Medicine IV (elective only for 2013-2014) ....2
OMT 4144 Clinical Rotations (one credit hour per week of clinic) ..........40

SUMMARY OF COURSES

YEAR I

ANAT 1101 Gross Anatomy: The structure of the human body is presented in a yearlong course including 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)

**BIOE 1120 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. (1.5 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 Clinical Medicine:** A year-long 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:** 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 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 healthcare setting. Topics covered include the basic vocabulary and concepts related to patient safety, the effect of systems on patient care, strategies for organizational change and team-building to achieve health care safety and quality, the impact of culture and teamwork on clinical outcomes, the root causes of clinical errors and how to learn from them, the basic vocabulary and concepts of clinical quality and risk, and models for assessing the improving quality. (0.5 credit hour)

**OSTE 1103 Professional Certification I:** This course encompasses all activities that lie outside the traditional curriculum, but are required components for first year DO students to accomplish. All students are required to achieve certification in Basic Life Support, Bloodborne Pathogens, Core Disasater Life Support, MBTI, and to train in HIPAA principles and Interprofessional Education. (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). 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. Knowledge of anatomy and biochemistry is a prerequisite for understanding physiology and the application to pathophysiology. (6 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)
YEARS II

BIOE 2120 Medical Ethics II and Legal Topics in Clinical Medicine: This course is designed to assist students in understanding the central issues of frequently encountered ethical-moral problems and the relationship between medical ethics and the law. Cases that have shaped medical ethics, as well as the more subtle ethical issues arising in practice, are discussed. Potential ethical moral problems faced by students during clinical rotations also are explored. Emphasis is on the development of case-based ethical-moral problem-solving skills. At the completion of the course, students demonstrate their ability to apply ethical-moral decision-making in the context of a simulated patient encounter (SPAL). (2 credit hours)

HLTH 2103 ENT: The objective of this course is to provide the student with a broad overview of the conditions and diseases effecting the ears, nose, sinuses, mouth, larynx and neck. This course will also introduce the student to the diagnostic evaluation and treatment of these conditions. (1 credit hour)

HLTH 2104 Ophthalmology: This course covers the fundamentals of the ocular examination for the primary care physician. The student should be able to diagnose and manage, or refer, the most commonly seen ocular disorders including acute visual loss, chronic visual loss, ocular and orbital injuries, amblyopia and strabismus, red eye, neuro-ophthalmologic disorders and ocular manifestations of systemic disease. (1 credit hour)

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-in-office 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 2103 Professional Certification II: This course encompasses all activities that lie outside the traditional curriculum, but are required components for second year DO students to accomplish. All students are required to re-certify in Basic Life Support, Interprofessional Education, HIPAA and Bloodborne Pathogens. Students must achieve certification in Advanced Cardiac Life Support (ACLS), Responsible Conduct of Research, and Human Subjects/IRB. (1 credit hour)

OSTE 2104 Early Clinical Experiences: This course includes three independent experiential learning laboratories that are required for second year DO students. In the Gynecology Laboratory, hands-on experience using mannequin model training for gynecologic pelvic examination is followed by the primary learning experience — performance of a live “patient” pelvic examination. The second course area is a Neonatology Laboratory, offering students training in obtaining a history, performing a physical exam in the hospital nursery, charting in the nursery, care of the well newborn, common variants on physical exam and common genetic syndrome findings. The third setting is the Ophthalmology Laboratory in which visual acuity, funduscopy, eye patching, use of the slit lamp and tonometry are considered. (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: 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)

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: 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 2141 Neurology: Provides the student with a working knowledge of the neurological problems most commonly seen in general practice and a familiarity with the temporal profile of a variety of neurologic diseases commonly encountered by a primary care physician. Students will learn to recognize a patient with a neurologic disorder, localize a lesion within the nervous system, generate a defensible differential diagnosis, initiate an appropriate diagnostic work-up and a rational management therapy. (2 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 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 the COMLEX USA Level I Examination—National Board of Osteopathic Medical Examiners before starting clinical rotations.

**OMM 3101 Osteopathic Manual Medicine III:** Students will continue their training in Osteopathic Manual Medicine based on the distinctive DMU heritage as developed through the contributions of Drs. TePoorten, Zink, Mitchell, Korr and others who have followed these pioneers of the profession. During each core clinical clerkship rotation, students will be assigned corresponding chapters in the required textbook and will document osteopathic diagnosis and manual treatment of the musculoskeletal-fascial system in patients on each of the clinical rotations. (2 credit hours)

**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/reviewed. (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, emergeny) 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 a 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. 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 Academic Progress 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 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.

**ACADEMIC PROGRESS COMMITTEE**

Each academic program at Des Moines University has an Academic Progress Committee (APC) charged with monitoring the academic progress of its students. This charge includes the execution of each program's academic policies as well as monitoring the affective and professional behaviors of students in clinical and experiential training. The APC is a faculty committee which meets at regular intervals to assess student performances and works collaboratively with the dean's office of the appropriate college, the student's advisor and other student support service departments across campus. The APC is the final decision-making body regarding enrollment status changes, probation, suspension or dismissal for academic reasons.

Each college/program will meet at regular intervals to monitor student performance and will communicate in writing with students for whom they have concern about their interim performance. This communication will include intervention recommendations or requirements.

**GRADING SYSTEM**

Students receive a letter grade for each course, system or clinical rotation. Generally, a grade of 70 percent or higher is needed to pass while scores below 70 percent result in a failing grade, although some courses use higher cutoffs. Some courses have simple pass (P) and fail (F) designations, while others use the standard A, B, C, D, F grading scale set by DMU policy in 2012. 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 and will revert to an F if the required work is not completed by the next course offering.

**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 Academic Progress Committee may take appropriate action if a student continues to do unsatisfactory work. 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 (Decelerated Curriculum or Directed Studies Programs); (2) be suspended pending further investigation; or (3) be dismissed from the College. Remediation of failed courses/systems by re-evaluation examination is offered during the summer vacation period. Any course, system or rotation may be repeated only once. Students must successfully complete COMLEX USA Level I, Level II CE and Level II PE prior to graduation.

**DECELERATED CURRICULUM AND DIRECTED STUDIES PROGRAMS**

The Decelerated Curriculum and Directed Studies Programs allow 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 in these programs 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 Associate Dean for Academic Affairs 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 Academic Progress Committee.

**GRADUATION**

The University awards the professional degree of Doctor of Osteopathic Medicine (D.O.) upon recommendation of the faculty. The Academic Progress Committee reports annually to the 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.

LICENSURE

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

The COMLEX is given by the National Board of Osteopathic Medical Examiners and is divided into three parts. Level I and Level II (both CE and PE) are taken during the medical school years. Level III consists of a written examination that is usually taken during the first postgraduate year. The College requires that students pass Level I of the COMLEX before entering clinical rotations and pass Level II CE and PE before graduation.

INTERNSHIPS AND RESIDENCIES

Postdoctoral training in program approved by the American Osteopathic Association (AOA) or Accreditation Council for Graduate Medical Education (ACGME) 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.”

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 of 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 anatomical knowledge.

MISSION

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

VISION

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

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.

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 Anatomy Student Handbook.

MULTIPLE APPLICATIONS

Concerning students applying to the University for the first time: First-time entering students may apply to only one 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 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.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

A candidate for the Master of Science in Anatomy degree must have abilities and skills in five areas: observation; communication; motor; intellectual, conceptual, integrative and quantitative; and behavioral and social. While the University is committed to complying with the terms of the Americans with Disabilities Act, certain minimum technical standards must be present in all students seeking a Master of Science degree. Reasonable accommodations will be provided when supported with appropriate documentation but in all cases, students must be able to perform in a reasonably independent manner. Students must comply with these technical standards in order to fulfill the terms for academic promotion as defined in the Student Handbook.

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, observe, and understand the English language 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 and the prompt completion of all responsibilities. Candidates and students must be able to tolerate physically taxing and stressful workloads; adapt to changing environments; display flexibility and learn to function in the face of uncertainties inherent in graduate research; and to be free of impairment due to substance abuse. Integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes. Students must be accepting and non-judgmental of individuals whose spiritual beliefs, culture, ethnicity, socioeconomic background or sexual orientation differ from their background.

ADMISSION REQUIREMENTS

To be considered for admission, applicants must have a B.A. or B.S. from a regionally accredited institution 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 to the program.

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 $60 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:

Des Moines University
M.S.A. Admissions
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:
• Submit a non-refundable $250 seat deposit, which is applied toward tuition.
• Submit an official transcript from each college or university attended.
• Complete any required courses and a bachelor’s degree from a regionally accredited institution prior to matriculation.
• Complete the Technical Standards for Admission, Academic Promotion and Graduation form.
• Complete a physical examination and immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement.
• Complete a criminal background check through the DMU preferred vendor. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant. Students are obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check and will be required to complete annual criminal background checks while enrolled at DMU.
• Complete medical insurance enrollment or provide proof of coverage through an alternate source that meets minimum criteria and provides comprehensive major medical benefits. Students must present proof of coverage at registration.
• 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.

All correspondence, applications and inquiries should be directed to:

Des Moines University
M.S.A. Admissions
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1499
515-271-1499
msadmit@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 will be awarded advanced standing for required anatomy classes for the program as long as they were taken at DMU, according to the University Policy on Advanced Standing credit (maximum limit of 11 credit hours). However, they must have a GPA of 3.25 or higher in anatomy course work (i.e., gross anatomy, cell and tissue biology and neuroanatomy).

CURRICULUM

The Master of Science in Anatomy is a 40.5 credit hour program of study. The student must successfully complete 37.5 credit hours of required course work and three hours of elective course work.

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>
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<tr>
<td>ANAT 1104 Neuroanatomy</td>
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</tr>
<tr>
<td>BIOC 1102 Biochemistry and Molecular Genetics</td>
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<tr>
<td>HIST 1106 Cell and Tissue Biology</td>
<td>3</td>
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<tr>
<td>PHYS 1116 Introduction to Physiology</td>
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Year 2

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<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA 2A01 Seminar in Anatomy</td>
<td>1</td>
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</table>
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 a year-long course including 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)

YEAR 2

MSA 2A01-2A02 Seminars in Anatomy: Review, discussion and presentation of topics related to anatomy research and teaching. (1 credit hour; 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 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 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 prossections 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)

MSA 2A10 Preparation for the Comprehensive Examination: This course prepares students for the final requirement of the anatomy graduate program, the comprehensive examination. Students will learn how to write comprehensive examination questions and grading rubrics to assess knowledge of the four core disciplines of gross anatomy, cell and tissue biology, neuroanatomy, and human development, and writing and critical thinking skills. Students will ultimately answer questions generated and evaluated by their peers as a way to expose and correct their weaknesses in knowledge of the core anatomic disciplines as well as written and critical thinking skills. At the end of the course, students will sit for mock comprehensive examinations to emulate the actual experience. (2 credit hours; Prerequisite: Gross Anatomy, Cell and Tissue Biology, Human Development)

MPH 650 Basic Statistics and Research: This is an introductory course that exposes the student to the use of statistical techniques for healthcare 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)
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)

Coronary Circulation: Understanding the burden of coronary arterial disease requires contextual knowledge of the anatomy and physiology of the coronary circulation. Anatomically, this course will cover general concepts of blood vessel formation and remodeling, development of coronary vessels, the anatomy of the coronary vessels along with anomalies and collateral circulation. Physiologically, methods of measuring coronary blood flow and its regulation and distribution will be considered. Lastly, anatomic and physiologic adaptations related to aging, exercise and cardiac hypertrophy will be considered. (1 credit hour; Prerequisite: Gross Anatomy, Physiology or Pathophysiology)

Cranial 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)

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. (2.5 credit hours; Prerequisites: Biochemistry and Molecular Genetics, Cell and Tissue Biology)

Immunology/Microbiology: 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)

Literature Review: This course will educate students in the conduct of a systematic literature review consistent with the competency standards recommended by The Association of College and Research Libraries. Specifically, students will learn to: 1) identify needed information; 2) acquire the information efficiently and effectively; 3) critically read and evaluate the information; 4) effectively organize and communicate (orally and in writing) the information; and 5) legally and ethically acquire and use the information. (3 credit hours)

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. (1-3 credit hours; Prerequisite: Consent of Instructor)

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

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 Academic Progress 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 Academic Progress Committee.

Academic Progress Committee

Each academic program at Des Moines University has an Academic Progress Committee (APC) charged with monitoring the academic progress of its students. This charge includes the execution of each program’s academic policies as well as monitoring the affective and professional behaviors of students in clinical and experiential training. The APC is a faculty committee which meets at regular intervals to assess student performances and works collaboratively with the dean’s office of the appropriate college, the student’s advisor and other student support service departments across campus. The APC is the final decision-making body regarding enrollment status changes, probation, suspension or dismissal for academic reasons.

Each college/program will meet at regular intervals to monitor student performance and will communicate in writing with students for whom they have concern about their interim performance. This communication will include intervention recommendations or requirements.

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 GPA of 3.25 or greater in the following anatomy courses: gross anatomy, cell and tissue biology, neuroanatomy and human development. Students must also maintain a cumulative GPA of 3.0 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 Academic Progress Committee may take appropriate action if a student continues to do unsatisfactory work.

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 Academic Progress Committee.

GRADUATION

The University awards the degree of Master of Science in Anatomy (M.S.) upon recommendation of the faculty. The Academic Progress Committee reports annually to the 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.

MASTER OF SCIENCE IN BIOLOGICAL SCIENCES

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, cure 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 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.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

A candidate for the Master of Science in Biomedical Sciences degree must have abilities and skills in five areas: observation; communication; motor; intellectual, conceptual, integrative and quantitative; and behavioral and social. While the University is committed to complying with the terms of the Americans with Disabilities Act, certain minimum technical standards must be present in all students seeking a Master of Science degree. Reasonable accommodations will be provided when supported with appropriate documentation. If in all cases, students must be able to perform in a reasonably independent manner. Students must comply with these technical standards in order to fulfill the terms for academic promotion as defined in the Student Handbook.

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, observe and understand the English language 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 and the prompt completion of all responsibilities. Candidates and students must be able to tolerate physically taxing and stressful workloads; adapt to changing environments; display flexibility and learn to function in the face of uncertainties inherent in graduate research; and be free of impairment due to substance abuse. Integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

Students must be accepting and non-judgmental of individuals whose spiritual beliefs, culture, ethnicity, socioeconomic background or sexual orientation differ from their background.

ADMISSION REQUIREMENTS

To be considered for admission, applicants must have a B.A. or B.S. from a regionally accredited institution 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
Statistics ........................ 3 hours

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 2.8 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
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 to the program.

**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 $60 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:

Des Moines University  
M.S.B.S Admissions  
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:

- Submit a non-refundable $250 seat deposit, which is applied toward tuition.
- Submit an official transcript from each college or university attended.
- Complete any required courses and a bachelor’s degree from a regionally accredited institution prior to matriculation.
- Complete the Technical Standards for Admission, Academic Promotion and Graduation form.
- Complete a physical examination and immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement.
- Complete a criminal background check through the DMU preferred vendor. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant. Students are obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check and will be required to complete annual criminal background checks while enrolled at DMU.
- Complete medical insurance enrollment or provide proof of coverage through an alternate source that meets minimum criteria and provides comprehensive major medical benefits. Students must present proof of coverage at registration.
- Register for classes on the designated date.
- Seat deposits are non-refundable. Tuition is refundable in accordance with the schedule 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.

**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 be awarded advanced standing for required and elective classes for the program as long as they were taken at DMU, according to the University Policy on Advanced Standing credit (maximum limit of 11 credit hours). 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 awarded advanced standing credit.

**CURRICULUM**

**YEAR 1**

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MBS 1B01 Biochemistry and Molecular Genetics</td>
<td>4.5</td>
</tr>
<tr>
<td>MBS 1B02 Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>MBS 1B03 Responsible Conduct in Biomedical Research</td>
<td>1</td>
</tr>
<tr>
<td>MBS 1B04 Cell Biology I &amp; II</td>
<td>3</td>
</tr>
<tr>
<td>MBS 1B06 Intro to Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>MICR 1I03A Immunology</td>
<td>1.5</td>
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<tr>
<td>MICR 1I03B Microbiology</td>
<td>4.5</td>
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<tr>
<td>PHYS 1116 Medical Physiology</td>
<td>6.5</td>
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**YEAR 2**

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MBS 2B04 Presentation of Scientific Information</td>
<td>1</td>
</tr>
<tr>
<td>MBS 2B05 Scientific Communication</td>
<td>1</td>
</tr>
</tbody>
</table>
MBS 2B10 Research (Microbiology Emphasis) ........................................... 18
MBS 2B11 Research (Physiology/Pharmacology Emphasis) .................... 17
MBS 2B12 Thesis ................................................................................. 6

ELECTIVES
MBS 1B05 Special Topics in Pharmacology ........................................... 3
MBS 1B11 Special Topics in Microbiology and Immunology .................. 3.5

Total Credits to Graduate .............. 49-49.5

SUMMARY OF COURSES

YEAR 1
MBS 1B01 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. (4.5 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. (3 credit hours)

MBS 1B04 Cell Biology I & II: 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 Intro to 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: 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 Medical 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)

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. (17-18 credit hours; Prerequisite: Thesis committee approval)

ELECTIVES
MBS 1B05 Special Topics in Pharmacology: An advanced class in Pharmacology using a combination of lectures and primary literature to develop a sense of history, depth and emerging concepts in the field. (3 credit hours; Prerequisite: Consent of instructor)

MBS 1B11 Special Topics in Microbiology and Immunology: An advanced class in Microbiology and Immunology using a combination of lectures and primary literature to develop a sense of history, depth and emerging concepts in the field. (3.5 credit hours; Prerequisite: Consent of instructor)

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 Academic Progress 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.

Academic Progress Committee

Each academic program at Des Moines University has an Academic Progress Committee (APC) charged with monitoring the academic progress of its students. This charge includes the execution of each program’s academic policies as well as monitoring the affective and professional behaviors of students in clinical and experiential training. The APC is a faculty committee which meets at regular intervals to assess student performances and works collaboratively with the dean’s office of the appropriate college, the student’s advisor and other student support service departments across campus. The APC is the final decision-making body regarding enrollment status changes, probation, suspension or dismissal for academic reasons.

Each college/program will meet at regular intervals to monitor student performance and will communicate in writing with students for whom they have concern about their interim performance. This communication will include intervention recommendations or requirements.

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 Academic Progress Committee may take appropriate action if a student continues to do unsatisfactory work.

Remediation of failed courses/systems by examination is offered during the summer vacation period. Any course may be remedi- ated 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 Academic Progress Committee.

GRADUATION

The University awards the graduate degree of Master of Science in the Biomedical Sciences (M.S.) upon recommendation of the faculty. The Academic Progress 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 educate a diverse group of highly competent and compassionate podiatric health professionals to improve lives in a global community.

VISION STATEMENTS
1. Education Vision: CPMS will be a leader in innovative podiatric medical education that promotes lifelong learning.
2. Research Vision: CPMS will be a leader in discovering new knowledge through collaborative faculty and student initiatives that advances the profession.
3. Service Vision: CPMS will be a leader in providing medical education and patient care services that improve the health and well-being of the community.
4. Collaboration Vision: CPMS will cultivate internal and external collaborative relationships to enhance podiatric medical education and advance the profession.

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.

Any concerns regarding the College of Podiatric Medicine and Surgery can be directed to:
College of Podiatric Medical Education
9312 Old Georgetown Road
Bethesda, Maryland 20814
319-581-9200

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
The SPOT Summerfield’s, 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 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. Visit www.dmu.edu/student-services/student-life/housing-resources for information on 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 biomedicinal 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.

CENTER FOR ACADEMIC SUCCESS AND ENRICHMENT
The Center for Academic Success and Enrichment (CASE), will assist DMU students with a broad range of services and programs designed to help students achieve their academic and personal goals. Students will be provided with individual and group opportunities needed to become successful, active learners. The center strives to assist students in developing independent learning techniques that will contribute to their academic success and lifelong learning skills.

STUDENT COUNSELING CENTER
The Student Counseling Center helps students meet the personal challenges
associated with identifying and accomplishing academic, career and life goals. Services include short-term counseling, psychoeducational workshops, support group facilitation, referral services, crisis intervention, outreach and program development and consultation.

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. Visit www.dmu.edu/student-services/child-care-resources for other childcare resources.

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.

TRANSSCRIPTS 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 a 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 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.

*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.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

A candidate for the Doctor of Podiatric Medicine degree must have abilities and skills in eight areas: observation; communication; motor; sensory; strength and mobility; visual integration; intellectual, conceptual, integrative and quantitative; and behavioral and social. While the University is committed to complying with the terms of the Americans with Disabilities Act, certain minimum technical standards must be present in all students seeking a health care degree. Reasonable accommodations will be provided when supported with appropriate documentation but in all cases, students must be able to perform in a reasonably independent manner. Students must comply with these technical standards in order to fulfill the terms of professional promise for academic promotion as defined in the Student Handbook.

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, observe and understand the English language 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: Because podiatric 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 to the upper extremities. Students must be willing and able to touch and examine members of the same as well as the opposite gender.

5. Strength and Mobility: Podiatric medical 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: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill
demanded of physicians, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

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 work effectively as a member of a health care team; tolerate physically taxing and stressful workloads; adapt to changing environments; display flexibility; learn to function in the face of uncertainties inherent in the clinical problems of many patients; and to be free of impairments due to substance abuse. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes. Students must be accepting and non-judgmental when caring for patients whose spiritual beliefs, culture, ethnicity, socioeconomic background or sexual orientation differ from their background.

ADMISSION REQUIREMENTS

Applicants to the College of Podiatric Medicine and Surgery are encouraged to have completed a baccalaureate degree from a regionally accredited institution 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 2.70 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. Transfer into the Doctor of Podiatric Program will be considered if the student meets the following criteria:

- Enrolled in a CPME, COCA or LCME accredited institution.
- In good academic standing defined as no academic deficiencies exist.
- Passed APMLE Part I if requesting transfer at the completion of the second year.
- Have a cogent reason for requesting a transfer.
- Meet the requirements for admission as a first-year students as outlined on this page.

Eligible candidates can apply for consideration by submitting:

- A formal letter of request stating reasons for transfer.
- A letter of support from the Dean of the current medical school.
- Official transcripts from the current medical school and all other institutions attended, including undergraduate institutions.
- Official MCAT and APMLE scores.
- An on-campus interview may be required.

A review of transcripts will determine what credit will be granted if any for prior coursework, as well as which CPMS courses will be required prior to graduation. All students approved for transfer into the D.P.M. Program must satisfy all of these requirements:

- Complete a criminal background check prior to transfer.
- Must be enrolled at DMU for a minimum of two years.

- 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 Admissions Office.

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 PROGRAMS

Students enrolled in the College of Podiatric Medicine and Surgery may be eligible to apply 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 Admissions 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 are not eligible for admission to the program.

ADMISSION PROCEDURES

The College participates in the American Association of Colleges of Podiatric Medicine Application Service (AACPMA). The AACPMA 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.

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 non-refundable $500 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 from a regionally accredited institution prior to matriculation.
- Complete the Technical Standards for Admission, Academic Promotion and Graduation form.
- Complete a physical examination and immunization report before registration. Students admitted shortly before classes begin will have four weeks to complete this requirement.
- Complete a criminal background check through the DMU preferred vendor. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant. Students are obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check and will be required to complete annual criminal background checks while enrolled at DMU.
- Complete medical insurance enrollment or provide proof of coverage through an alternate source that meets minimum criteria and provides comprehensive major medical benefits. Students must present proof of coverage at registration.
- 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.

All correspondence, applications and inquiries should be directed to:

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 1201 Gross Anatomy</td>
<td>6.5</td>
</tr>
<tr>
<td>ANAT 1214 Neuroanatomy</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 1202 Biochemistry and Molecular Genetics</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1206 Cell and Tissue Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
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 in-patient 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. In addition to podiatric clinical rotations, students also participate in vascular surgery, medicine, wound care and simulation emergency medicine rotations. 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. (6.5 credit hours)

POD 1222 Geriatrics: This course introduces the student to the core concepts in gerontology and geriatrics. The older patient is unique and represents the composite influence of a lifetime of exposure to the environment and the consequences of social, psychological and economic factors and disease, all superimposed upon a genetic endowment. (2.5 credit hours)

POD 1223 Principles and Practices of Podiatric Medicine: Is designed to familiarize the student with the governance and practice of podiatric medicine from the early days to the twenty-first century. The course introduces the student to professional expectations and provides an overview of the various components of podiatric medical education and clinical practice. (2 credit hours)

PHARM 2215 Medical Pharmacology: This course includes a detailed review of the therapeutic use, adverse reactions and drug interactions for pharmaceuticals commonly used to manage systemic conditions and those pharmaceuticals prescribed by podiatric physicians. (5 credit hours)

SYST 2201 CSI Cardio-Pulmonary: The course, along with pertinent previous basic and clinical science material, will provide an overall view of the heart, pulmonary and circulatory systems. It is the intent to establish a firm foundation on which to base new knowledge, which will be constantly accumulating throughout the student’s professional career. The first portion of the course will concentrate on the cardiovascular system, diseases and diagnosis. The last portion will concentrate on the pulmonary system, diseases and diagnostic methods. Diagnosis and management of the patient in both the office and the hospital will be considered in the lectures presented. (4 credit hours)

SYST 2205 CSII Nephrology/GI/Nutrition: Provides the student with the necessary foundation through basic and clinical sciences to recognize the manifestations of renal, gastrointestinal and nutritional disorders that will be seen in podiatric practice. The renal section of the course provides a description of the structure and function of the renal system and of the interrelations with other clinical systems. Common renal diseases will be discussed with emphasis on podiatric manifestations. The gastrointestinal system portion of the course introduces the podiatric medical student to the principles of history taking and physical examination of patients with gastrointestinal disorders with emphasis on podiatric manifestations related to the gastrointestinal system. The nutritional system portion of the course will review the macro and micronutrient components of the typical American diet and the relationship between these and the maintenance of health and the prevention/treatment of the diseases that are relevant to a podiatric physician. (2 credit hours)
SYST 2206 CSIII Endocrine/Human Reproduction/Hematology: Provides the student with the necessary foundation through basic and clinical sciences to recognize the manifestations of endocrine/human reproduction and hematologic disorders that will be seen in podiatric practice. The endocrine/human reproduction section is designed to give the student of podiatric medicine an understanding of normal and abnormal function of the endocrine system. This understanding is important due to the clinical manifestations seen in the lower extremity. The hematology section is designed to assist the student understand the physician’s approach to anemia, white blood cell disorders and bleeding disorders. The student will understand the many factors that contribute to thrombosis. In addition, the student will have an understanding of the use of blood by products and the labs and tests associated with their use for patient care. (2 credit hours)

SYST 2241 CSIV Neurology/Behavioral Medicine: Provides the student with the necessary foundation through basic and clinical sciences to recognize the manifestations of neurological and behavioral disorders that will be seen in podiatric practice. The student will recognize normal and abnormal functioning of the central and peripheral nervous systems, as well as common behavioral problems and the circumstances that evoke behavioral/emotional responses. Although neurology has historically concerned itself with the organic basis of diseases and behavioral medicine with “functional” diseases that do not have a structural basis, the two disciplines are now more closely aligned. The course will focus on the underlying neuromotor disturbances that contribute to disease and explore the relationship between behavioral problems, psychiatric diagnoses and patient cooperation. (2 credit hours)

SYST 2244 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)

YEAR III

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 and Medical 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)

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 & Ankle Broadlawns Medical Center
Central Iowa Veterans Administration Medical Center
Adair County Memorial Hospital
Iowa Methodist Medical Center – Wound Care Center
Broadlawns Medical Center
Iowa Lutheran Medical Center
Iowa Methodist Medical Center
Mercy Hospital Medical Center

HOSPITAL CLINICAL AFFILIATIONS

Broadlawns 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 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
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 Academic Progress 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.)

ACADEMIC PROGRESS COMMITTEE

Each academic program at Des Moines University has an Academic Progress Committee (APC) charged with monitoring the academic progress of its students. This charge includes the execution of each program’s academic policies as well as monitoring the affective and professional behaviors of students in clinical and experiential training. The APC is a faculty committee which meets at regular intervals to assess student performances and works collaboratively with the dean’s office of the appropriate college, the student’s advisor and other student support service departments across campus. The APC is the final decision-making body regarding enrollment status changes, probation, suspension or dismissal for academic reasons.

Each college/program will meet at regular intervals to monitor student performance and will communicate in writing with students for whom they have concern about their interim performance. This communication will include intervention recommendations or requirements.

GRADING SYSTEM

The College measures academic performance through a letter grade (4.0) scale. Course grades are determined by an overall percentage grade that is converted to a letter grade. Clinical rotation grades are pass (P) or fail (F). All courses and clinical rotations must be successfully passed for graduation.

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 Academic Progress Committee may take appropriate action if a student continues performing unsatisfactory work. 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 Academic Progress 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

• Dwayne S. Rivard, D.P.M., Memorial Award of Excellence in Surgery

• Research Award

• Service Award

• Timothy Holbrook Memorial Award of Excellence in Podiatric Orthopedics

In addition, basic science discipline awards are presented to second-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.
COLLEGE OF HEALTH SCIENCES

The College of Health Sciences has been a dynamic part of Des Moines University since its inception in 1981. Continuing to respond to the changing landscape of medicine has allowed the college to add programs that meet the needs of the students, the health care system, and its patients. The College offers 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

EQUIPMENT

Certain medical diagnostic equipment must be obtained by each clinical student, depending on the program. Equipment requirements are clearly stated in each course syllabus.

FOOD SERVICES

The SPOT Summerfield’s, 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 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. Visit www.dmu.edu/student-services/student-life/housing-resources for information on 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.

CENTER FOR ACADEMIC SUCCESS AND ENRICHMENT

The Center for Academic Success and Enrichment (CASE), will assist DMU students with a broad range of services and programs designed to help students achieve their academic and personal goals. Students will be provided with individual and group opportunities needed to become successful, active learners. The center strives to assist students in developing independent learning techniques that will contribute to their academic success and lifelong learning skills.

STUDENT COUNSELING CENTER

The Student Counseling Center helps students meet the personal challenges associated with identifying and accomplishing academic, career and life goals. Services include short-term counseling, psychoeducational workshops, support group facilitation, referral services, crisis intervention, outreach and program development and consultation.

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. Visit www.dmu.edu/student-services/child-care-resources for other childcare resources.

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
Student Handbook

A program-specific 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 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.

The utilization of physician assistants for team for intermediate-level care providers. Need and a place on the primary health care PHILOSOPHY

committed to four core values: passionate Physician Assistants who are 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:

• Obtain 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 nationally 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 all states and the District of Columbia. Certification is indicated by the designation PA-C behind a physician assistant’s name.

The first-time pass rate for DMU students taking the PANCE is 94% over the last five years compared to 93% for students nationally.

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.
TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

A candidate for the Master of Science in Physician Assistant Studies degree must have abilities and skills in eight areas: observation; communication; motor; sensory; strength and mobility; visual integration; intellectual, conceptual, integrative and quantitative; and behavioral and social. While the University is committed to complying with the terms of the Americans with Disabilities Act, certain minimum technical standards must be present in all students seeking a health care degree. Reasonable accommodations will be provided when supported with appropriate documentation but in all cases, students must be able to perform in a reasonably independent manner. Students must comply with these technical standards in order to fulfill the terms of professional promise for academic promotion as defined in the Student Handbook.

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, observe and understand the English language 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 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 to the upper extremities. Students must be willing and able to touch and examine members of the same as well as the opposite gender.

5. **Strength and Mobility:** Physician assistant studies often require 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:** These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

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 work effectively as a member of a health care team; tolerate physically taxing and stressful workloads; adapt to changing environments; display flexibility; learn to function in the face of uncertainties inherent in the clinical problems of many patients; and to be free of impairments due to substance abuse. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes. Students must be accepting and non-judgmental when caring for patients whose spiritual beliefs, culture, ethnicity, socioeconomic background or sexual orientation differ from their background.

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.

- **Medical Terminology** – One semester.

- **Psychology** – 9 semester hours. Must include a course in abnormal psychology.

- **Statistics** – One semester of either biostatistics or statistics.

- **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. We do not allow for advanced standing, regardless of previous graduate work in health care. All incoming students must complete the entire PA curriculum. 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 are not eligible for admission to the program.

ADMISSION PROCEDURES

Direct any correspondence or inquiries concerning admission to:

PA Admissions
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

• After the interview, applicants will be notified of the decision of the Admissions Committee. Accepted applicants will be required to respond with a $500 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 supplied to students before orientation.

• Students must provide proof of health insurance coverage at annual registration that meets minimum requirements as specified within DMU’s Student Health Insurance Requirement’s Policy. This requirement insures that DMU students are compliant with hospital/clinic affiliation agreements specifying that students have health insurance coverage. Students must verify coverage through a parent’s or spouse’s group plan, a national government plan, an individual plan that meets the hard waiver criteria as defined in DMU’s Student Health Insurance Requirement’s Policy or a plan coordinated through DMU.

• 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.

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 contact 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 University Standards of Professional Conduct in the DMU 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 Admissions Office 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.
### Year I

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 1360 Clinically-Oriented Anatomy</td>
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<tr>
<td>MSPA 1361 Physiology</td>
<td>6.0</td>
</tr>
<tr>
<td>MSPA 1362 FLEX-Care Communication Training</td>
<td>1.0</td>
</tr>
<tr>
<td>MSPA 1363 Pathology</td>
<td>2.0</td>
</tr>
<tr>
<td>MSPA 1364 Nutrition</td>
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</tr>
<tr>
<td>MSPA 1371 Medical Pharmacology</td>
<td>5.5</td>
</tr>
<tr>
<td>MSPA 1372 Clinical Preventive Laboratory Medicine I</td>
<td>6.5</td>
</tr>
<tr>
<td>MSPA 1375 Immunology/Microbiology</td>
<td>2.5</td>
</tr>
<tr>
<td>MSPA 1376 Clinical Skills</td>
<td>3.5</td>
</tr>
<tr>
<td>MSPA 1377 Clinical Preventive Laboratory Medicine II</td>
<td>9.0</td>
</tr>
<tr>
<td>MSPA 1378 Medical Genetics</td>
<td>1.0</td>
</tr>
<tr>
<td>MSPA 1381 Introduction to Health Care Delivery Systems</td>
<td>2.0</td>
</tr>
<tr>
<td>MSPA 1382 Introduction to Ethics</td>
<td>1.5</td>
</tr>
<tr>
<td>MSPA 1384 Physical Diagnosis</td>
<td>2.5</td>
</tr>
<tr>
<td>MSPA 1389 Clinical Patient Assessment</td>
<td>2.0</td>
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<tr>
<td>MSPA 1393 PA Professional Issues</td>
<td>1.0</td>
</tr>
<tr>
<td>MSPA 1394 Clinical Preventive Laboratory Medicine III</td>
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</tr>
<tr>
<td>MSPA 1395 Research and Epidemiological Principles</td>
<td>1.0</td>
</tr>
<tr>
<td>MSPA 1398 Clinical Preventive Laboratory Medicine IV</td>
<td>7.0</td>
</tr>
</tbody>
</table>

### Year II

- PA 2302 Psychiatry Rotation (one hour of credit per week of clinic)
- PA 2303 Emergency Medicine Rotation (one hour of credit per week of clinic)
- PA 2309 Elective Rotation (one hour of credit per week of clinic)
- PA 2335 Surgery Rotation (one hour of credit per week of clinic)
- PA 2336 Adult Primary Care Rotation (one hour of credit per week of clinic)
- PA 2337 Family Practice Rotation (one hour of credit per week of clinic)
- PA 2340 Graduate Project                       | 3.5          |

### 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 radiographical 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/hepatology, otorhinolaryngology, respiratory medicine, neurology, renal medicine, rheumatology/orthopedics, emergency medicine and geriatrics. (6.5-10.5 credit hours)

**MSPA 1360 Clinically-Oriented Anatomy:** 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:** This is a clinically oriented course that will provide instruction on the overall physiology of the human body as well as 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 educational experience and medical practice. This training includes an opportunity for them to complete the Myers-Briggs Type Indicator (MBTI). (1 credit hour)

**MSPA 1363 Pathology:** This course is an introduction to human pathology. This is a clinically-oriented course which provides instruction on overall pathology of the human body. When combined with Clinically-Oriented Anatomy and Physiology, students will gain a comprehensive view of conditions affecting the human body. Students will be able to use this information to more effectively diagnose, treat and educate future patients. (2 credit hours)

**MSPA 1364 Nutrition:** This course is dedicated to educating students about nutrients and their interrelationships, with consideration of how the needs for specific nutrients change throughout life with a major emphasis on disease prevention. It also provides a basis for the health care provider to promote nutritional and healthy lifestyle education to assist in the prevention and management of disease. Nutrition is essential for growth and development, health and well being. Besides the basic nutrition components such as nutrients, nutritional assessment and obesity, clinically-relevant nutrition topics in clinical medicine, such as orthopedics, oncology, cardiovascular, endocrine, pediatrics and geriatrics will also be discussed. (1 credit hour)

**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)

MSPA 1376 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. (3.5 credit hours)

MSPA 1378 Medical Genetics: This course covers the introductory concepts of genomic medicine. The course addresses the genetic mechanism of health and disease, the genetic family history, clinical decisions as a result of genetic testing and medical paradigm. (1 credit hour)

MSPA 1381 Introduction to the Health Care Delivery Systems: Today’s health care practitioners are faced with a complicated and confusing system of delivery and management of care. This course will introduce students to many issues that they will face on a daily basis in the delivery of health care. Various issues of concern will be covered, such as Medicare and Medicaid reimbursement, access to care and managed care. (2 credit hours)

MSPA 1382 Introduction to Ethics: Ethical concerns are taking a larger role in the world of modern medicine. Important topics such as informed consent, end of life and quality of life issues will be explored. The general ethical conduct of the physician assistant in the clinical setting will be discussed and general guidelines of conduct and ethical practice will be presented. Lecture instruction with small group discussion of common ethical concerns. (1.5 credit hours)

MSPA 1384 Physical Diagnosis: The physician assistant has gained a national reputation for performing a high-quality history and physical examination. This course is designed to provide the student with a systematic and clinical reasoning approach to efficiently gather historical and physical findings. Once accomplished, this information can then be used to determine a diagnosis and differential diagnosis, and formulate a treatment plan. In the event that a diagnosis cannot be ascertained, information already gathered may be used as a basis for further testing or proper referral to a specialized health care provider. Presentation of the course is by lecture and coordinated lab sessions to enhance the student’s learning. Students may also be given the opportunity to participate in assigned clinical experiences with practicing physician assistants or physicians that employ physician assistants. Examinations throughout the course are used as a teaching/learning tool that not only measures knowledge, but also serves to further educate. (2.5 credit hours)

MSPA 1389 Clinical Patient Assessment: This course builds upon the concepts 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 includes interactions with live patients trained to act out a particular disease or condition. Students in this setting, under the observation of a clinician proctor, are required to perform a thorough history and physical exam, order lab work and/or X-rays or procedures, 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 treatment plan with the patient, which may include 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, credentialing, billing, coding and national certification. (1 credit hour)

MSPA 1395 Research and Epidemiological Principles: Understanding the epidemiology 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 research 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 information 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 presentation 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 serving as a member of the emergency response team.

PA 2309 Elective Rotation: Twelve weeks of electives, which may include cardiovascular surgery, infectious disease, tropical medicine and many other areas of specialization.

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

PA 2336 Adult Primary Care Rotation: Twelve weeks with emphasis on evaluation 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 clinical 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 as well as meals provided by the hospital. All clinical rotations are conducted under the supervision of physician and/or physician assistant supervisors and/or nurse practitioners.

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 Pulse page. (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.”

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>90-94</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>80-83</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
</tbody>
</table>

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. The Master of Science degree is conferred upon the completion of the program.

75-76 C 2.0
Below 75 F 0.0
The Master of Public Health (M.P.H.) Program was designed to provide educational opportunities for professionals working in public health and others 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 students to obtain and further develop public health professional skills needed to improve the health of populations. The DMU M.P.H. Program is fully accredited through the Council on Education for Public Health (CEPH).

**MISSION**

To provide an excellent, competency-based, interdisciplinary education that prepares public health leaders who preserve and promote health in our global community.

**VISION**

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

**VALUES**

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

**GOALS**

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

**ACADEMIC CALENDAR**

The DMU M.P.H. Program has three 12-week terms — Fall, Spring and Summer. Please refer to the current term course calendar and projected course calendar at [www.dmu.edu/mph/current-students](http://www.dmu.edu/mph/current-students).

**DEGREE REQUIREMENTS**

The Master of Public Health Program requires the completion of 45 semester hours of course work — 39 semester 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 current events in public health.

**PROGRAM LENGTH**

Students have seven years from admission to complete the M.P.H. Program.

**PROGRAM FORMAT**

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

**ADMISSION CRITERIA**

A bachelor’s degree from a regionally accredited institution is required. To be eligible to apply for admission to the Public Health Program, applicants must submit the following:

1. **Online application:** Submit the online application and a $60 non-refundable application fee.
2. **A current resume:** Submit a resume with a detailed work history.
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 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.
6. **Graduate Record Examination (GRE):** Applicants must supply official results of the Graduate Record Examination (GRE) which are no more than five years old. Students who have earned a master’s degree or higher are not required to submit GRE scores. Results from the Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), Pharmacy College Admission Test (PCAT) or Law School Admission Test (LSAT) may be substituted for the GRE. There is no minimum score required for application. The Des Moines University GRE code is 2256.

Application materials may be sent to:
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.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

Des Moines University is responsible for providing education without regard to disability while assuring that academic and technical standards are met. Academic standards are met by successfully completing the curriculum for the specific Professional Graduate Program. Technical standards represent the essential non-academic requirements that a student must demonstrate to participate successfully in the Professional Graduate Programs.

An applicant, student and candidate for the Master of Public Health (M.P.H.) degree must have demonstrated aptitude, abilities and skills in the following categories: sensory, motor, intellectual, behavioral, communication and social. The technical standards for each category identified below are consistent with the expectations of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Sensory:
- Ability to communicate verbal in the English language to elicit information from and provide information to faculty, fellow students and health care professionals.
- Ability to communicate in written English with faculty, fellow students and health care professionals.
- Ability to comprehend written communications (i.e., read, understand and follow directions in the English language) to fulfill the usual tasks and duties of a health care manager in training.
- Ability to hear with or without assistive devices to elicit information from faculty, fellow students and health care professionals.
- Ability to listen and send clear and convincing messages.

Motor:
- Ability to coordinate gross and fine muscular movements, equilibrium and the functional use of the senses of touch and vision reasonably required to operate a computer keyboard and to read a computer screen or have the appropriate accommodation.
- Ability to maneuver in the health care organization (hospital, physician practice, outpatient clinic).

Intellectual, Conceptual, Integrative and Quantitative Abilities:
- Ability to measure, calculate, reason, analyze and synthesize to solve problems.
- Ability to use basic computer tools (i.e., Microsoft Office applications or equivalent) for homework assignments.
- Ability to integrate didactic and experiential learning to solve problems with critical judgment and analysis.

Behavioral:
- Ability to tolerate and function effectively under stress.
- Ability to concentrate in the presence of distracting conditions.
- Ability to concentrate for prolonged periods.
- Ability to relate in a professional manner to faculty, patients, families and other health care professionals.
- Ability to accept criticism and to respond by appropriate modification of behavior.
- Ability to read and regulate emotions as well as to recognize their impact on work performance and relationships, especially in the face of angry or emotionally-charged people.
- Ability to adapt and be flexible when confronted with changing environments, uncertainty and ambiguity.
- Ability to show compassion, empathy, integrity, concern and interest for others, interpersonal skills and motivation.
- Ability to display values of honesty and integrity consistently.
- Ability to manage time effectively to balance multiple priorities.

Social:
- Ability to develop and sustain mature, sensitive and effective relationships with a web of faculty, colleagues, fellow students and other health care professionals.
- Ability to network with other health care professionals and to have the ability to engage in conversation with appropriate nonverbal (i.e., eye contact, cues, posture) and verbal communication.
- Ability to de-escalate disagreements and orchestrate resolutions.

Recommendation for Graduation

A student is scheduled for graduation after successful completion of all degree requirements and upon recommendation of the faculty for graduation. The faculty’s recommendations occur at the end of the student’s coursework.

ADMISSION 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. Admissions 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 are not eligible for admission to the program.

PROCEDURES FOR ACCEPTED STUDENTS

All accepted students must:

• Submit a non-refundable $250 seat deposit, which is applied toward tuition.
• Submit an official transcript from each college or university attended.
• Complete any required courses and a bachelor’s degree from a regionally accredited institution prior to matriculation.
• Complete the Technical Standards for Admission, Academic Promotion and Graduation form.
• Complete a criminal background check through the DMU preferred vendor. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant. Students are obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check and will be required to complete annual criminal background checks while enrolled at DMU.
• Register for classes on the designated date.

Seat deposits are non-refundable. Tuition is refundable in accordance with the schedule 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:

Des Moines University
M.P.H. Admissions
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1538
515-271-1538
mphadmit@dmu.edu

CORE CURRICULUM

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 625 Health Care Financial Management I.................................3
MPH 645 Community Health Program Planning and Evaluation........3
MPH 652 Public Health Law, Ethics and Policy...............................3
MPH 654 Social and Behavioral Sciences...3
MPH 655 Epidemiology.................................................................3

TIER 3

Course No. & Title Credit Hours
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

GLOBAL HEALTH ELECTIVES

Course No. & Title Credit Hours
MPH 777 Cultural Applications..................................................3
MPH 783 Foundations of Global Health.....3
MPH 785 Global Health Policy, Practice and Partnerships...............3

OTHER ELECTIVES

Course No. & Title Credit Hours
MPH 711 Grant Writing.........................................................3

MPH 756 Current Topics in Public Health........................................1
MPH 766 Geographic Information Systems......................................3
MPH 768 Policy and Practice: Emergency Preparedness................3
MPH 774 Infectious Diseases of Humans and Animals....................3
MPH 784 Policy and Practice: We Are What We Eat........................3
MPH 786 Health Education/Health Promotion: Techniques in Technology........................................3
MPH 787 Don’t Put That in Your Mouth: The PH Role in Food Safety........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 strategies and methods for planning, designing, and implementing strategic health
information systems and health decision support systems; and 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 healthcare 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 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; Prerequisites: Introduction to Graduate School and the M.P.H. Program and Overview of the U.S. Health Care System)

**MPH 651 Environmental and Occupational Health:** 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; temporary occupational and environmental 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; Prerequisites: All Tier 1 courses)

**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; Prerequisites: All Tier 1 courses, Community Health Program Planning and Evaluation and Public Health Law, Ethics and Policy)

**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; Prerequisites: Introduction to Graduate School and the M.P.H. Program and Overview of the U.S. Health Care System and Basic Statistics and Research)

**TIER 3**

**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, you will learn about the nature and extent of occupational and environmental health, and you 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; Prerequisites: All Tier 1 courses)

**MPH 654 Social and Behavioral Sciences:** This course provides an overview of community assessment, coalition development, data collection tools and health improvement planning. Principles of formal program evaluation will include the nature of evaluation, the role of evaluation in the program life cycle, the relationship of statistical processes to specific evaluation designs, sampling, survey development, data collection and analysis and interpretation of research findings. (3 credit hours; Prerequisites: Introduction to Graduate School and the M.P.H. Program, Basic Statistics and Research, Survey of Human Health and Disease)

**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; Prerequisites: Introduction to Graduate School and the M.P.H. Program and Overview of the U.S. Health Care System and Basic Statistics and Research)
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 healthcare related issues in the context of a community setup. (3 credit hours; Prerequisites: All Tier 1 and 2 courses)

**GLOBAL HEALTH ELECTIVES**

**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 country’s 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 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)

**OTHER 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 756 Current Topics in Public Health:** This course utilizes the lectures and learning opportunities of professional conferences. The DMU M.P.H. program will offer this course as an organized class around the Iowa Public Health Conference in April. Public health encompasses a wide variety of health activities, and it 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 774 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 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 DVD’s and recorded documentary lectures 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 our food comes from — including a look at how we grow, store, ship and sell.
- Food policy for consumers and 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 Websites 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 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)

**MPH 787 Don’t Put That in Your Mouth: The PH Role in Food Safety:** This course is a three-credit elective using text, Web resources, and recorded documentary lectures designed to help students expand their critical thinking skills and understanding of:
- The science of food borne illness — understanding food borne illness and the five most dangerous food borne illnesses based on severity of symptoms.
- The risk to food safety in terms of biosecurity and purposeful contamination of food and water sources and the role of the public health professional.
- The prevalence of food insecurity (hunger) and the role of the public health professional in seeking and providing solutions.
- Food sovereignty and the control of a food system. Food sovereignty will be explored from first a personal, then community, then a state and ultimately a national basis. (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.

**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 through Webadvisor on DMU Pulse. 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. Non-degree-seeking students, please visit www.dmu.edu/non-degree-courses for more information.

If at least 10 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.

**GRADING SYSTEM**

To achieve uniformity, the evaluation of student performance in all courses shall be in accordance with the grading scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A–</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B–</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C–</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Internships and capstones are graded on a pass/fail basis. The M.P.H. grading policy is found in detail in the Student Handbook.
M.P.H. COURSE WITHDRAWAL

Students may add or drop a course within one week (seven days) after the start of the course. The dates of the drop period for each term will be published on the academic calendar.

Students must complete and submit the online withdrawal form. Please note by completing the form during the drop period (the first week 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; there is no record of the course on the transcript.

For students withdrawing after the drop period: Full tuition is charged; 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; a grade of F is recorded on transcript.

Internships and capstone projects are single-term courses. Although a student may be allowed three terms to complete, 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.

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.

MASTER OF HEALTH CARE ADMINISTRATION

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. The majority of the degree can be earned online. Online courses incorporate the use of additional technologies to further connect students with their faculty and peers. Three, on-campus Executive Residencies submerge 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 within a variety of health care settings, 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 knowl-

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 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.

2. Professionalism: When students complete our program, they should be able to demonstrate ethical and professional practices in their work and relationships. This can be demonstrated through demeanor in all forms of communication, being prepared and timely, participating in professional organizational activities, demonstrating ethical behavior. This competency is linked with the M.H.A. value of integrity and the DMU value of professionalism.

3. 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.

4. Financial Skills: When students complete our program, they should have the ability to understand and explain financial and accounting information, prepare and manage budgets and make sound long-term investment decisions. This can be demonstrated through successful completion of financial coursework plus application of financial principles throughout all courses in the program. This is linked to the M.H.A. value of competence and the DMU value of stewardship.

5. Analytical Thinking: When students complete our program, they should be 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 in projects, papers, briefs and cases throughout the program as well in specific courses such as statistical analysis and health information systems. This is linked to the M.H.A. value of competence.

6. Strategic Orientation: When students complete our program, they should be able to draw implications and conclusions in light of the business, economic, demographic, ethno-cultural, political and regulatory trends and 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 by 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.
with three short visits to campus and are completed online. 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 and are only required to complete one credit per year to maintain active student status. Students enrolled part-time can typically complete the program in three years.

**ADMISSION CRITERIA**

A bachelor’s degree from a regionally accredited institution is required. To be eligible to apply for admission to the Health Care Administration program, applicants must submit the following:

1. Online application and a $60 application fee.
2. A current resume with detailed work history.
3. Two admission essays, addressing the questions listed below:
   - **Admission Essay #1:**
     - What do you bring to the field of health care administration?
     - Why do you want to earn an M.H.A. from DMU and what do you expect from the program?
     - What is your strategy for meeting the requirements of the program and balancing this with outside demands?
     - Describe the ideal learning environment.
   - **Admission Essay #2:**
     - Describe a challenging situation, how you handled it and what you learned from the experience.
4. At least one letter of recommendation. Please plan to request letters of recommendation from individuals who can speak to your performance in a professional or academic setting and your leadership potential. Other recommendations may include professors, colleagues or fellow members of community or professional organizations.
5. Official transcripts. You must plan to request official transcripts from all colleges and universities where you have enrolled in 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 — you must have official transcripts submitted from the original institution where coursework was completed.

Send all application materials to:

M.H.A. Admissions
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.

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

Des Moines University is responsible for providing education without regard to disability while assuring that academic and technical standards are met. Academic standards are met by successfully completing the curriculum for the specific Professional Graduate Program. Technical standards represent the essential non-academic requirements that a student must demonstrate to participate successfully in the Professional Graduate Programs.

An applicant, student and candidate for the Master of Health Care Administration (M.H.A.) degree must have demonstrated aptitude, abilities and skills in the following categories: sensory, motor, intellectual, conceptual, integrative and quantitative abilities.

**Motor:**

- Ability to coordinate gross and fine muscular movements, equilibrium and the functional use of the senses of touch and vision reasonably required to operate a computer keyboard and to read a computer screen or have the appropriate accommodation.
- Ability to maneuver in the health care organization (hospital, physician practice, outpatient clinic).

**Intellectual, Conceptual, Integrative and Quantitative Abilities:**

- Ability to measure, calculate, reason, analyze and synthesize to solve problems.
- Ability to use basic computer tools (i.e., Microsoft Office applications or equivalent) for homework assignments.
- Ability to integrate didactic and experiential learning to solve problems with critical judgment and analysis.

**Behavioral:**

- Ability to tolerate and function effectively under stress.
- Ability to concentrate in the presence of distracting conditions.
- Ability to concentrate for prolonged periods.
- Ability to relate in a professional manner to faculty, patients, families and other health care professionals.
- Ability to accept criticism and to respond by appropriate modification of behavior.
- Ability to read and regulate emotions
as well as to recognize their impact on work performance and relationships, especially in the face of angry or emotionally-charged people.

- Ability to adapt and be flexible when confronted with changing environments, uncertainty and ambiguity.
- Ability to show compassion, empathy, integrity, concern and interest for others, interpersonal skills and motivation.
- Ability to display values of honesty and integrity consistently.
- Ability to manage time effectively to balance multiple priorities.

**Social:**

- Ability to develop and sustain mature, sensitive and effective relationships with a web of faculty, colleagues, fellow students and other health care professionals.
- Ability to network with other health care professionals and to have the ability to engage in conversation with appropriate nonverbal (i.e., eye contact, cues, posture) and verbal communication.
- Ability to de-escalate disagreements and orchestrate resolutions.

**Recommendation for Graduation**

A student is scheduled for graduation after successful completion of all degree requirements and upon recommendation of the faculty for graduation. The faculty’s recommendations occur at the end of the student’s coursework.

**ADMISSION 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
515-271-1538
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 six weeks, closing two 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 are not eligible for admission to the program.

**PROCEDURES FOR ACCEPTED STUDENTS**

Students accepted for admission to the College must:

- Submit a non-refundable $250 seat deposit, which is applied toward tuition.
- Submit an official transcript from each college or university attended.
- Complete any required courses and a bachelor’s degree from a regionally accredited institution prior to matriculation.
- Complete the Technical Standards for Admission, Academic Promotion and Graduation form.
- Complete a criminal background check through the DMU preferred vendor. Results must be released to DMU prior to matriculation. The cost of this process will be paid by the applicant. Students are obligated to disclose any additional charges and convictions which occur following completion of the initial criminal background check and will be required to complete annual criminal background checks while enrolled at DMU.

- 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.

All correspondence, applications and inquiries should be directed to:

Des Moines University
M.H.A. Admissions
3200 Grand Avenue
Des Moines, Iowa 50312-4198
1-800-240-2767 ext. 1538
515-271-1538
mhaadmit@dmu.edu

**CORE CURRICULUM AND COURSE SEQUENCE**

**BLOCK 1**

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MHA 620 Orientation</td>
<td>0</td>
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<tr>
<td>Executive Residency I*</td>
<td>3</td>
</tr>
<tr>
<td>MHA 619 Health Care Human Relations Management</td>
<td>3</td>
</tr>
<tr>
<td>MHA 801 Professional Development Seminar I: Blending Theory with Practice</td>
<td>2</td>
</tr>
<tr>
<td>MHA 621 Overview of the U.S. Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>MHA 625 Health Care Financial Management I</td>
<td>3</td>
</tr>
<tr>
<td>MHA 626 Organizational Behavior &amp; Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>MHA 627 Legal &amp; Ethics I: Clinical Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MHA 650 Health Care Statistics &amp; Research</td>
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**BLOCK 2**

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
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<tbody>
<tr>
<td>MHA 628 Legal &amp; Ethics II: The Business of Health Care</td>
<td>2</td>
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<tr>
<td>MHA 629 Organization Development</td>
<td>3</td>
</tr>
<tr>
<td>MHA 630 Health Care Financial Management II</td>
<td>3</td>
</tr>
<tr>
<td>MHA 631 Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>MHA 633 Population Health &amp; Managerial Epidemiology</td>
<td>2</td>
</tr>
</tbody>
</table>
Executive Residency 2*
MHA 742 Strategy Formulation & Implementation ........................................2
MHA 802 Professional Development Seminar II: Blending Theory with Practice ........................................1

BLOCK 3

Course No. & Title Credit Hours
MHA 644 Health Care Economics & Policy ........................................3
MHA 646 Strategic Marketing & Communications ........................................3
MHA 648 Health Care Operations ........................................2
Executive Residency 3*
MHA 748 Quality Tools – Application Lab ........................................1
MHA 749 Field Based Learning ........................................3
MHA 803 Professional Development Seminar III: Blending Theory with Practice ........................................1

Total Credit Hours ........................................ 48

* Indicates attendance on campus is required.

SUMMARY OF COURSES

BLOCK 1

MHA 620 Orientation: The M.H.A. Program orientation is an online experience. The orientation includes an overview of M.H.A. curricula, computer expectations, library resources, professional behavior, support services, outcomes assessment, activities and effective oral and written communication skills. This experience provides you with an introduction to the program(s) and the M.H.A. Student Handbook. Students complete a test verifying their successful completion of the online orientation. This course is required and must be completed before taking any courses in the M.H.A. Program. (0 credit hours)

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.

This course begins with MHA 801 Professional Development Seminar I and together makes up Executive Residency 1. Though this course begins during the Executive Residency it will continue online through the end of the term. (3 credit hours; Prerequisite: Orientation)

MHA 801 Professional Development Seminar I: Blending Theory with Practice: The M.H.A. Executive Residencies are designed to help students build interpersonal skills, assemble key knowledge and bridge theory with practice in an intense learning environment. Drawing on the benefits of a cohort based curriculum while providing the flexibility of an online degree needed by working professionals, the residency experience lets learners demonstrate their learning with faculty, support the growth and understanding of peers and integrate the NCHL competencies into their scholarly and practical work.

Students will be welcomed to campus by key officials and receive a comprehensive orientation to the M.H.A. Program and graduate level education. Select topics that will be addressed include: personal leadership, understanding differences in others, evidence-based scholarship, graduate writing and competency-based education. Students will review their academic portfolio with their academic advisor and discuss their leadership development plans for their first phase of their academic program.

Students meet with their peers in learning communities, led by their academic advisor and peers who are further in the program to support, mentor and grow as scholars and leaders.

Pre-residency work includes self-assessment, reading, self-reflection and setting up their electronic portfolio accounts. Work during the residency includes participation in learning community activities, seminar-based learning and one-on-one and group reviews and critiques.

Post-residency work includes submission of assignments, participation in online discussion and application, analysis and synthesis of residency content. Students will update their learning portfolios with required documents and added portfolio assignments, and, when complete, submit to their academic advisor for review.

This seminar begins during the Executive Residency and continues online through the end of the term. A residency fee is charged to those that enroll. This fee covers select meals, snacks and materials. The student is responsible for purchasing required textbooks. (2 credit hours; Prerequisite: Orientation)

MHA 621 Overview of the U.S. Health Care System: This course is a comprehensive analysis of the health care delivery system including the interface with the public health system. Components studied include: continuum of health services; members of the health care team and their roles; service delivery settings; third party oversight or regulatory agencies; nonprofit organizations; health planning; and health care services financing and reimbursement in public and private systems. Formal, informal, financial and political relationships between and among these components are discussed. Additional topics include: regional patterns of health care delivery; trends, problems and potential solutions related to health services delivery and health care reform; consideration of differences between U.S. system and the systems in other regions of the world. (3 credit hours; Prerequisite: Executive Residency I)

MHA 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; Prerequisite: Executive Residency I)

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

MHA 627 Legal & Ethics I: Clinical Decision Making: Health law and bioethics are broad, dynamic and interrelated fields. This course will address major legal, ethical and
This course provides an foundational learning from MHA 625 Management II: MHA 630 Health Care Financial Management. Prerequisite: Executive Residency 1)

influences and changes. This course exposes the student to theories that suggest key factors affecting an organization and provides a comprehensive overview of the organizational environment, goals, strategy: 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)

This course will incorporate a survey of MHA 629 Organization Development: This course 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; Prerequisite: Executive Residency 1)

BLOCK 2

MHA 628 Legal & 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; and the function of licensure, accreditation and inspection in quality assurance for health facilities. (2 credit hours; Prerequisite: Executive Residency 1, Legal and Ethics I: Clinical Decision Making)

MHA 633 Population Health & Management Epidemiology: This course is a demonstrated application of principles and tools of epidemiology to the health care management decision making process. It requires the student to apply skills learned in Block 1 and 2 courses with an application of statistics testing and financial models. The course will challenge the students to combine traditional public health models with contemporary theories of management. The students will demonstrate how health care leaders can incorporate the practice of epidemiology into complex management functions. The course structure includes an initial, reading-intensive introduction to epidemiological principles, followed by a four-week, self-guided research and concludes with a six-week structured case analysis based on the student derived research. This course is preparatory for Block 3 courses and sets the stage for case study analysis and builds a potential model for the student’s use in the Field Based Learning experience. (2 credit hours; Prerequisite: Executive Residency 1)

MHA 742 Strategy Formulation & Implementation: Having an effective strategy is widely seen as essential for organizational success. However, in practice, defining exactly what constitutes a “strategy” can prove surprisingly difficult. Indeed, the academic literature on strategy creation and implementation might be characterized as complex, confusing and often directly contradictory. This course attempts to clarify and cut through these contradictions. We will examine the nature of strategy, what it is (and isn’t) and how one actually comes to develop an effective business strategy. Students will be exposed to 10 leading “schools” or ways of thinking about strategy, and we will review the evidence for and against each methodology. You will also learn the distinction between strategic analysis and the act of strategy formulation. In the later part of the course, we will turn our attention to the equally important task of implementation. We will see that quite often, creating strategy has little to do with notions of traditional “strategic planning or strategy models.

This course begins with Professional Development Seminar II: Blending Theory with Practice: The M.H.A. Executive Residencies are designed to help students build interpersonal skills, assemble key knowledge and bridge theory with practice in an intense learning community environment. Drawing on the benefits of a cohort-based curriculum, while providing the flexibility of an online degree needed by working professionals, the residency experience lets learners demonstrate their learning with faculty, support the growth and understanding of peers and integrate the NCHL competencies into their scholarly and practical work.

Students will be welcomed back to the campus by key officials and will be challenged to build on and integrate their prior learning with new content to include: personal and organizational wellness, change leadership, working with a governing board, advocacy, conflict management, work-life balance and ethical decision-making simulations. Students will review their academic portfolio with their academic advisor and discuss their leadership development plans for the final block of courses.

Students meet with their own peers in learning communities and will assume the role as a mentor to guide the new students enrolled in MHA 801 Professional Development Seminar II: Blending Theory with Practice II: Executive Residency.
Development Seminar I: Blending Theory with Practice.

Pre-residency work includes self-assessment, reading and self-reflection. Work during the residency includes participation in learning community activities, seminar-based learning and one-on-one and group reviews and critiques.

Post-residency work includes submission of assignments, participation in online discussion and application, analysis and synthesis of residency content. Students will update their learning portfolios with required documents and added portfolio assignments and, when complete, submit to their academic advisor for review.

This seminar begins during the Executive Residency and continues online through the end of the term. A residency fee is charged to those that enroll. This fee covers select meals, snacks and materials. The student is responsible to purchase required textbooks. (1 credit hour; Prerequisites: All Block 1 & 2 coursework)

**BLOCK 3**

**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 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 database 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; Prerequisite: Executive Residency 2)

**MHA 648 Health Care Operations:** This course is designed to introduce 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 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.

This course begins with MHA 803 Professional Development Seminar III: Blending Theory with Practice and, together with MHA 749 Field Based Learning, makes up Executive Residency 3. Though the course begins during the Executive Residency, it will continue online through the end of the term. (1 credit hour; Prerequisites: All Block 1, 2 & 3 coursework)

**MHA 749 Field Based Learning:** This course serves a culminating experience in which students are expected to apply knowledge gained from their graduate experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this field-based experience course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice. Students have one term to complete the experience project. Students who feel their project will take longer than one term to complete will submit a request for an incomplete according to M.H.A. Program policies. The course is designed to be a single student experience, however team projects may be proposed and will be approved on a case-by-case basis. Students may choose from the following optional tracts within the field based experience: Long Term Care (requires additional 400 hours of LTC internship) or Research (requires sponsoring faculty approval).

This course begins with MHA 803 Professional Development Seminar III: Blending Theory with Practice and together with MHA 748 Quality Tools – Application Lab, make up Executive Residency III. Though the course begins during the Executive Residency, it will continue online through the end of the term. (3 credit hours; Prerequisites: All Block 1, 2 & 3 coursework)

**MHA 803 Professional Development Seminar III: Blending Theory with Practice:** The M.H.A. Executive Residencies are designed to help students build interpersonal skills, assemble key knowledge and bridge theory with practice in an intense learning community environment. Drawing on the benefits of a cohort-based curriculum, while providing the flexibility of an online degree needed by working professionals, the residency experience lets learners demonstrate their learning with faculty, support the growth and understanding of peers and integrate the NCHL competencies into their scholarly and practical work.

Students will be welcomed back to the campus by key officials and will be challenged to build on and integrate their prior learning with new content to include: project management, team leadership, the role of gender in health care leadership, storytelling and the preparation and presentation of their Field Based Learning project proposal. Students will review their academic portfolio with their academic advisor and discuss their leadership development plans for the final phase of their academic program.

Students teach their peers how to guide others in learning communities to mentor and grow as scholars and leaders.

Pre-residency work includes self-assessment, reading and self-reflection. Students must come to the residency with a preceptor and project identified for the Field Based Learning project. Work during the residency includes participation in learning community activities, seminar-based learning and one-on-one and group reviews and critiques.

Post-residency work includes submission of assignments, participation in online discussion and application, analysis and synthesis of residency content. Students will update
their learning portfolios with required documents and added portfolio assignments and, when complete, submit to their academic advisor for a final review and grade.

This seminar begins during the Executive Residency and continues online through the end of the term. A residency fee is charged to those that enroll. This fee covers select meals, snacks and materials. The student is responsible to purchase required textbooks. (1 credit hour; Prerequisites: 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

The DMU M.H.A. Program 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 a specialized field base learning experience in long-term care along with the completion of required coursework. Long-term care offers growing opportunities in Iowa and other states.

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:

REQUIRED COURSEWORK

Course No. & Title Credit Hours
MHA 620 Orientation or MPH 620 Introduction to Graduate School......0-1

BLOCK 1

Course No. & Title Credit Hours
Executive Residency I
MHA 619 Health Care Human Relations Management .....................3
MHA 801 Professional Development Seminar I: Blending Theory with Practice .........................................................2
MHA/MPH 621 Overview of the U.S. Health System..........................3
MHA/MPH 625 Health Care Finance I.....3
MHA/MPH 650 Health Care Statistics & Research/Basic Statistics & Research.....3
MHA 626 Organizational Behavior and Leadership Theory ..................3
MHA 627 Legal and Ethics I: Clinical Decision Making....................2
MPH 657 Survey of Human Health and Disease..............................3

BLOCK 2

Course No. & Title Credit Hours
MHA 628 Legal and Ethics I: Health Care Business............................2
MHA 629 Organization Development.........3
MHA 631 Health Information Management ........................................3
MHA 633 Population Health and Managerial Epidemiology ................2
MHA/MPH 630 Health Care Finance II....3
MPH 645 Health Services Program Evaluation.................................3
MPH 652 Public Health Law, Ethics & Policy......................................3
MPH 654 Social & Behavioral Sciences .....3
MPH 655 Epidemiology.............................................................3
Executive Residency II
MHA 742 Strategy Formulation & Implementation ................................2
MHA 802 Professional Development Seminar II: Blending Theory with Practice .......................................................1

BLOCK 3

Course No. & Title Credit Hours
MHA 644 Health Care Economics and Policy....................................3
MHA 646 Strategic Marketing and Communications ..........................3
MHA 648 Health Care Operations.................2
MPH 651 Occupational and Environmental Health ................................3
MHA 671 Community Research Methods ...........................................3
MPH 653 Public Health Administration and Management ..................3
Executive Residency III
MHA 748 Quality Tools Application Lab .............................................1
MHA 749 Field Based Learning Practicum ........................................3
MHA 803 Professional Development Seminar III: Blending Theory with Practice ..................................................1
MPH 658 Public Health Internship ..................3
MPH 660 Public Health Capstone ....................................................2

Total Credit Hours.................................77-78

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

During this period, students can drop and add courses to and from their schedule with no penalty. Tuition charges will be adjusted based upon the credit hours for which you are registered. Courses can be added or removed from your schedule via Web Advisor with the exception of MHA Executive Residency courses. MHA Executive Residency courses cannot be added after the regular registration period has ended.

Students will not be permitted to add courses to their schedule after the drop/add period has ended. Students withdrawing from a course after the drop/add period must submit the course withdrawal form located at www.dmu.edu/form/mhamph-course-withdrawal, and are responsible for full tuition.

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/add 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/add period date published by the Office of the Registrar will take precedence.

For students withdrawing prior to the end of the drop/add 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/add 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/add 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 and capstone projects are single-term courses. Although a student may be allowed twelve months for completion of a project, credit hours contribute to financial aid and deferment eligibility only for the term in which the original registration occurred. Term drop/add periods apply.

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

TECHNOLOGY REQUIREMENTS

Basic knowledge of computer and Internet technology is necessary. For computer competencies, visit www.dmu.edu/mha/admission-requirements/technology-requirements.

M.H.A. STUDENT HANDBOOK

Program faculty maintain a handbook specifically for M.H.A. students on the DMU Pulse. This handbook provides student access to information on degree requirements, related expectations and policies overseeing student behavior and performance. The handbook is reviewed annually and updates are provided to students.

WEBSITE

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

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.

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 Doctor of Physical Therapy Program will provide collaborative educational experiences that foster the development of autonomous practitioners and promote excellence in manual and holistic concepts within 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.

STUDENT LEARNING OUTCOMES

1. Students and graduates will apply evidence based principles within their practice environment.
2. Students and graduates will demonstrate knowledge of foundational and clinical sciences associated with the practice of physical therapy.
3. Students and graduates will exhibit lifelong learning behaviors for personal and professional growth.
4. Students and graduates will engage in
service to the profession, university and community.
5. Students and graduates will display moral, ethical and legal behaviors in academic, healthcare and community environments.
6. Students and graduates will interact/communicate with patients/clients, care givers, health care providers and community members in a manner that is congruent with situational and cultural needs.
7. Students and graduates will demonstrate clinical decision making abilities in providing patient care.
8. Students and graduates will perform necessary skills safely for direct patient care.
9. Students and graduates will perform administrative duties/activities associated with practice management.
10. Students and graduates will perform duties/activities associated with patient management.
11. Students and graduates will provide care/consultation for health promotion and wellness in healthcare and community environments.

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.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

A candidate for the Doctor of Physical Therapy degree must have abilities and skills in eight areas: observation; communication; motor; sensory; strength and mobility; visual integration; intellectual, conceptual, integrative, and quantitative; and behavioral and social. While the University is committed to complying with the terms of the Americans with Disabilities Act, certain minimum technical standards must be present in all students seeking a health care degree. Reasonable accommodations will be provided when supported with appropriate documentation but in all cases, students must be able to perform in a reasonably independent manner. Students must comply with these technical standards in order to fulfill the terms of professional promise for academic promotion as defined in the Student Handbook.

1. Observation: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises within the curriculum. 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, observe and understand the English language 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 safe and effective physical therapy treatment to patients. 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 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 to the upper extremities. Students must be willing and able to touch and examine members of the same as well as the opposite gender.

5. Strength and Mobility: Physical therapy 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: These abilities 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 the spatial relationships of structures.

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 work effectively as a member of a health care team; tolerate physically taxing and stressful workloads; adapt to changing environments; display flexibility; learn to function in the face of uncertainties inherent in the physical problems of many patients; and to be free of impairments due to substance abuse. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes. Students must be accepting and non-judgmental when caring for patients whose spiritual beliefs, culture, ethnicity, socioeconomic background or sexual orientation differ from their background.
ADMISSION REQUIREMENTS

Candidates for admission to the D.P.T. Program must have a bachelor’s degree, in any field, from a regionally accredited institution prior to orientation in August.

A minimum cumulative grade point average of 3.2 is required for consideration. In addition, candidates should have a minimum grade point average in the combined prerequisite courses of at least 3.0 to be considered competitive.

All prerequisite science courses need to be taken for a grade; pass/fail is not accepted. Testing out of a non-science prerequisite course may be acceptable upon approval by the physical therapy admission committee. Grades below a C- are not accepted for any prerequisite.

GRE scores are required for an application to be complete. Des Moines University’s PTCAS GRE code is 0463.

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.
- Exercise physiology does not fulfill the human physiology requirement.
- Labs are required with all biology classes. If labs are not offered in anatomy and physiology at your institution, please include a course description for review by the admissions committee.

Chemistry: 8 semester hours
- Each course must include a lab.
- A two-semester chemistry sequence is required.
- Courses designed for science or health science majors are preferred.

Physics: 8 semester hours
- Each course must include a lab.
- A two-semester physics sequence is required.
- Courses designed for science or health science majors are preferred.

Statistics: 1 Course
- This can be taken either through the math or psychology department.

Psychology: 3 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.
- All courses must be taken through the psychology department.

English Composition/Speech/Communications: 2 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 your application.

Humanities/Social Sciences: 2 Courses
- Literature, history, philosophy, sociology, theology, foreign language and art, music or theater appreciation will fulfill this requirement.

Medical Terminology: 1 Course
- One course in medical terminology is required.

Highly Recommended (not required) Courses:
- Biomechanics, kinesiology, exercise physiology, genetics, abnormal psychology, developmental psychology, math (trigonometry or calculus).

Note: A course must have at least 3 semester hours or 4 quarter hours.

OBSERVATIONAL EXPERIENCES

Applicants are required to observe physical therapists at work in various settings. We require that you spend at least 100 hours observing licensed physical therapists. As part of that time, you must spend at least 20 hours in each of the following three settings: Acute Care, Neurological Rehabilitation and Orthopedics. We encourage applicants to observe in other settings as well. Possible options include: Cardio/Pulmonary Care, Electrophysiology, Geriatrics, Pediatrics, Women’s Health and Sports Medicine.

While applicants have until matriculation to complete the physical therapy observation requirement, you must complete at least 80 total hours of observation to be considered for an interview.

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, you 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 with whom you have observed and one from an academic instructor with whom you have taken a course. You must also submit GRE scores to the University.

Upon receipt of all application materials, the application will be reviewed by the Admissions Office in consultation with the DMU D.P.T. Admissions Committee. Selected candidates will be contacted to arrange an interview.

The D.P.T. Program follows a rolling admission policy. Students are interviewed and accepted into the program from August through March. Applications are available in July. Classes start in August of the following year.

Direct any correspondence or inquiries concerning admission to:
D.P.T. Admissions
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 provide proof of health insurance coverage at annual registration that meets minimum requirements as specified within DMU’s Student Health Insurance Requirement’s Policy. This requirement insures that DMU students are compliant with hospital/clinic affiliation agreements specifying that students have health insurance coverage. Students must verify coverage through a parent’s or spouse’s group plan, a national government plan, an individual plan that meets the hard waiver criteria as defined in DMU’s Student Health Insurance Requirement’s Policy or a plan coordinated through DMU.

• 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.

Tuition is 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 completion of a DMU degree may apply for admission to another University program. If accepted, students are expected to 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.

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 – 19 weeks
Block II – 20 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 (19 weeks)
Course No. & Title Credit Hours
PTCA 1620 Clinical Applications – Health Promotion.................................1.5
PTFS 1650 Foundational Sciences – Anatomy..............................................9
PTFS 1651 Foundational Sciences – Health Promotion.................................5
PTPI 1690 Professional Issues and Development – Health Promotion...........2.5
PTPM 1660 Patient Management – Health Promotion.................................3

Block II (20 weeks)
Course No. & Title Credit Hours
PTCA 1621 Clinical Applications – Musculoskeletal Lower Quadrant............2
PTFS 1652 Foundational Sciences – Musculoskeletal Lower Quadrant..........5
PTPI 1691 Professional Issues and Development – Musculoskeletal Lower Quadrant.................................1
PTPM 1661 Patient Management – Musculoskeletal Lower Quadrant..........8
PTPR 1680 Health Promotion and Prevention Practicum...........................2

YEAR 2

Block III (15 weeks)
Course No. & Title Credit Hours
PTCA 2622 Clinical Applications – Musculoskeletal Upper Quadrant..........1.5
PTFS 2653 Foundational Sciences – Musculoskeletal Upper Quadrant..........3.5
PTPI 2692 Professional Issues and Development – Musculoskeletal Upper Quadrant.................................1.5
PTPM 2662 Patient Management – Musculoskeletal Upper Quadrant..........8
Block IV (10 weeks)

<table>
<thead>
<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PTCR 2630 Clinical Internship 1</td>
<td>(Musculoskeletal)</td>
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Block V (20 weeks)

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<tr>
<th>Course No. &amp; Title</th>
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<tbody>
<tr>
<td>PTCA 2623 Clinical Applications – Neuromuscular Systems</td>
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<tr>
<td>PTFS 2654 Foundational Sciences – Neuromuscular Systems</td>
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<tr>
<td>PTPM 2693 Professional Issues and Development – Neuromuscular Systems</td>
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<tr>
<td>PTP 2663 Patient Management – Cardiopulmonary Systems</td>
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<td>PTPM 2664 Patient Management – Neuromuscular Systems</td>
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YEAR 3

Block VI (10 weeks)

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<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PTCR 3631 Clinical Internship 2</td>
<td>(Neuromuscular)</td>
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Block VII (16 weeks)

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<tr>
<th>Course No. &amp; Title</th>
<th>Credit Hours</th>
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<tr>
<td>PTP 3694 Professional Issues and Development – Practice Topics</td>
<td>3.5</td>
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<tr>
<td>PTP 3670 – Practice Topics 5</td>
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Block VIII (16 weeks)

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<th>Course No. &amp; Title</th>
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<tr>
<td>PTCE 3610 Civic Engagement</td>
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<tr>
<td>PTCR 3632 Clinical Internship 3</td>
<td>(Acute Care)</td>
</tr>
<tr>
<td>PTCR 3633 Clinical Internship 4</td>
<td>(Elective)</td>
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<td>Electives</td>
<td>4</td>
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Total Hours: 126

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: Implementation of the patient management model as outlined in the Guide to Physical Therapist Practice begins with this course. This course concentrates on the provision of services that promote the health and quality of life within diverse patient populations. Fundamentals of nutrition and nutritional issues related to clinical practice are also covered within this course. An introduction to standardized tests and measure and epidemiology for the purposes of planning health promotion and prevention services are primary 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, neuromotor control, select embryology and radiographic anatomy of the human body. This course will also include relevance to practice with clinical correlation labs. One of the unique privileges in the anatomy course will be to dissect a human body. Dissection exercises will provide the students with a unique opportunity of examining the entire body. (9 credit hours)

PTFS 1651 Foundational Sciences – Health Promotion: The Block I Foundational Sciences 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 responses to exercise 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. Content will also include information specific to the various methods of research dissemination. (5 credit hours)

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)

PTPM 1660 Patient Management – Health Promotion: Implementation of the patient management model as outlined in the Guide to Physical Therapist Practice begins with this course. This course concentrates on the provision of services that promote the health and quality of life within diverse patient populations. Fundamentals of nutrition and nutritional issues related to clinical practice are also covered within this course. An introduction to standardized tests and measure and epidemiology for the purposes of planning health promotion and prevention services are primary components of this course. (3 credit hours)

Block II

PTPR 1680 Health Promotion and Prevention Practicum: Implementation of the patient management model as outlined in the Guide to Physical Therapist Practice begins with this course. This course concentrates on the provision of services that promote the health and quality of life within diverse patient populations. Fundamentals of nutrition and nutritional issues related to clinical practice are also covered within this course. An introduction to standardized tests and measure and epidemiology for the purposes of planning health promotion and prevention services are primary components of this course. (2 credit hours)
PTFS 1652 Foundational Sciences – Musculoskeletal Lower Quadrant: The focus of the Foundational Sciences 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 processes. (5 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 psychosocial and practice aspects related to clinical practice. Clinical learning and education will encompass theoretical and practical applications. They include patient/client education, health literacy concepts, documentation applications and clinical education models. Lifespan issues related to health and wellness from birth to death, including physical, psychological, social and economic aspects will be introduced. Life stages from prenatal, childhood, adolescence, adulthood and late adulthood will be covered, with an emphasis on issues relevant to the practice of physical therapy. (1 credit hour)

PTPM 1661 Patient Management – Musculoskeletal Lower Quadrant: This is the second course in the patient management series. This course focuses on the management and care of patients with impairments, functional limitations or disabilities related to the lower quadrant. Principles of differential diagnosis are introduced. Fundamental handling skills are presented, including gait training, body mechanics and positioning. Students are expected to make clinical decisions regarding patient intervention based on the evaluation of gathered data. Safe and efficient applications of procedural interventions specific to musculoskeletal system impairments are taught. This course also presents information related to the pharmacologic, medical and surgical management of patients with musculoskeletal dysfunction. (8 credit hours)

YEAR 2

Block III

PTCA 2622 Clinical Applications – Musculoskeletal Upper Quadrant: The case scenarios used in this third 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. The application of various physical agents is also 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. Students will be required to do a four-hour clinical activity in the community. (1.5 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 2692 Professional Issues and Development – Musculoskeletal Upper Quadrant: The third course in the Professional Issues and Development series expands students’ knowledge and prepares them for clinical application. Emphasis is placed on advanced communication skills, psychosocial aspects of care related to ethical considerations, cultural competencies and reimbursement methods. Health care regulatory training will be completed to fulfill clinical education requirements. (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 in body function and structure, activity or participation related to the upper quadrant musculoskeletal systems. Principles of differential diagnosis are introduced. The student is expected to make clinical judgments regarding clients/patients 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)

Block IV

PTCR 2630 Clinical Internship 1 (Musculoskeletal): This 10-week supervised clinical internship is designed to provide students with experiences in direct patient management of the patient with musculoskeletal disorders. Students will integrate the five elements of patient management: examination, evaluation, diagnosis, prognosis and intervention. Patient caseloads during the clinical internship may vary by student and facility and could range from specialty clinics to general hospitals. (10 credit hours)

Block V

PTCA 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)

PTFS 2654 Foundational Sciences – Neuromuscular Systems: This foundational sciences course focuses on the neurosciences related to higher order functions. Topics covered include the special senses and the limbic system. It includes material on normal physical and cognitive development from birth to death. A significant amount of the course work involves participation in scholarly activities. (3 credit hours)

PTPI 2693 Professional Issues and Development – Neuromuscular Systems: This is the fourth course in the Professional Issues and Development series. It covers practice management topics, governmental and advocacy factors and employer-employee relations. Students are introduced to administration concepts of a physical therapy
practice setting, beginning with the skills required to pursue a professional position and progressing to supervisory responsibilities to manage in different practice settings. Major forces that influence the current and future delivery of health care and the implications for physical therapy practice are presented. Students will be exposed to advocacy concepts and participate 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)

PTPM 2664 Patient Management – Neuromuscular Systems: The patient management of clients/patients classified in one of the neuromuscular preferred practice patterns within the Guide to Physical Therapist Practice is the key content of this course. The physical therapy and medical management of pediatric and geriatric patient is also a major component. Cultural diversity, developmental considerations and effects of aging are taken into account as 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 pathologies. (7 credit hours)

YEAR 3

Block VI

PTCR 3631 Clinical Internship 2 (Neuromuscular): This 10-week supervised clinical internship is designed to provide students with experiences in direct patient management of the patient with cardiopulmonary (acute care), musculoskeletal and/or neuromuscular disorders. Students will integrate the five elements of patient management: examination, evaluation, diagnosis, prognosis and intervention. Patient caseloads during the clinical internship may vary by student and facility and could range from specialty clinics to general hospitals. Students may fulfill an elective requirement during this 10-week internship. (10 credit hours)

Block VII

PTPI 3694 Professional Issues and Development – Practice Topics: This is the final course in the Professional Issues and Development series. Students will be exposed to business development and skills needed to expand or start up a physical therapy practice. Management and compliance programs as well as Legal Aspects of Health Care as related to the delivery of physical therapy services are also addressed. Other topics related to clinical reasoning, career development, cultural diversity and professional development are discussed. (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 and Integumentary disorders. Specific manual therapy techniques including trust manipulation, 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.

Successful completion of the American Heart Association Basic Life Support for Healthcare Providers (CPR & AED) Program is required to pass this course. (10 credit hours)

Block VIII

PTCE 3610 Civic Engagement: The purpose of this civic engagement course is to encourage the development of physical therapists as socially responsible professionals with greater awareness of community resources. The reflective practitioner will internalize an appreciation for the value of service. The experiences that are associated with this course are varied. Service in three categories is required a) to the Community, b) to the Profession and c) to the University. The design of an individual student’s plan should reflect a desire to move beyond the comfort zone. Projects involving underserved or diverse populations are encouraged. Equally, active participation and taking leadership roles with University, professional or community organizations is also noteworthy. “The Science of Healing - The Art of Caring” should be more than just a tagline. (1 credit hour)

PTCR 3632 Clinical Internships 3: The final clinical experiences include two eight-week clinical internships. These internships are designed to provide students with experiences in direct patient management of the patient with cardiopulmonary (acute care), musculoskeletal and/or neuromuscular disorders. Students will integrate the five elements of patient management: examination, evaluation, diagnosis, prognosis and intervention. Patient caseloads during the clinical internship may vary by student and facility and could range from specialty clinics to general hospitals. Students may fulfill an elective requirement during one of these eight-week internships. (8 credit hours)

PTCR 3633 Clinical Internships 4: The final clinical experiences include two eight-week clinical internships. These internships are designed to provide students with experiences in direct patient management of the patient with cardiopulmonary (acute care), musculoskeletal and/or neuromuscular disorders. Students will integrate the five elements of patient management: examination, evaluation, diagnosis, prognosis and intervention. Patient caseloads during the clinical internship may vary by student and facility and could range from specialty clinics to general hospitals. Students may fulfill an elective requirement during one of these eight-week internships. (8 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 D.P.T. Program are graded according to a letter grading system, based on course percentage. Students must achieve a grade of ‘C’ (75%) or higher to pass a course.

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 Academic Progress Committee (SPEC) to the CHS faculty, and the recommendation accepted by a majority of the CHS faculty present at the meeting with that 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.

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. 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.

STUDENT LEARNING OUTCOMES

Outcomes will be assessed during the curriculum, at graduation and within three years post-graduation.

1. Students and graduates will apply evidence based principles within their practice environment.

2. Students and graduates will demonstrate knowledge of foundational and clinical sciences associated with the practice of physical therapy.

3. Students and graduates will exhibit
lifelong learning behaviors for personal and professional growth.
4. Students and graduates will engage in service to the profession, university and community.
5. Students and graduates will display moral, ethical and legal behaviors in academic, health care and community environments.
6. Students and graduates will interact/communicate with patients/clients, care givers, health care providers and community members in a manner that is congruent with situational and cultural needs.
7. Students and graduates will demonstrate clinical decision making abilities in providing patient care.
8. Students and graduates will perform necessary skills safely for direct patient care.
9. Students and graduates will perform administrative duties/activities associated with practice management.
10. Students and graduates will perform duties/activities associated with patient management.
11. Students and graduates will provide care/consultation for health promotion and wellness in healthcare and community environments.

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
- Six months of full-time employment as a physical therapist

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.

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. $60 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.
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.
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.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

Des Moines University is responsible for providing education without regard to disability while assuring that academic and technical standards are met. Academic standards are met by successfully completing the curriculum for the specific Professional Graduate Program. Technical standards represent the essential non-academic requirements that a student must demonstrate to participate successfully in the Professional Graduate Programs.

An applicant, student and candidate for the Post-Professional Doctor of Physical Therapy degree must have demonstrated aptitude, abilities and skills in the following categories: sensory, motor, intellectual, behavioral, communication and social. The technical standards for each category identified below are consistent with the expectations of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Sensory:
- Ability to communicate verbal in the English language to elicit information from and provide information to faculty, fellow students and health care professionals.

Motor:
- Ability to coordinate gross and fine muscular movements, equilibrium and the functional use of the senses of touch and vision reasonably required to operate a computer keyboard and to read a computer screen or have the appropriate accommodation.
- Ability to maneuver in the health care organization (hospital, physician practice, outpatient clinic).

Intellectual, Conceptual, Integrative and Quantitative Abilities:
- Ability to measure, calculate, reason, analyze and synthesize to solve problems.
- Ability to use basic computer tools (i.e., Microsoft Office applications or equivalent) for homework assignments.
- Ability to integrate didactic and experiential learning to solve problems with critical judgment and analysis.

Behavioral:
- Ability to tolerate and function effectively under stress.
- Ability to concentrate in the presence of distracting conditions.
- Ability to concentrate for prolonged periods.
- Ability to relate in a professional manner to faculty, patients, families and other health care professionals.
- Ability to accept criticism and to respond by appropriate modification of behavior.
- Ability to read and regulate emotions
as well as to recognize their impact on work performance and relationships, especially in the face of angry or emotionally-charged people.

- Ability to adapt and be flexible when confronted with changing environments, uncertainty and ambiguity.
- Ability to show compassion, empathy, integrity, concern and interest for others, interpersonal skills and motivation.
- Ability to display values of honesty and integrity consistently.
- Ability to manage time effectively to balance multiple priorities.

Social:

- Ability to develop and sustain mature, sensitive and effective relationships with a web of faculty, colleagues, fellow students and other health care professionals.
- Ability to network with other health care professionals and to have the ability to engage in conversation with appropriate nonverbal (i.e., eye contact, cues, posture) and verbal communication.
- Ability to de-escalate disagreements and orchestrate resolutions.

Recommendation for Graduation

A student is scheduled for graduation after successful completion of all degree requirements and upon recommendation of the faculty for graduation. The faculty’s recommendations occur at the end of the student’s coursework.

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. Completing PPDPT Orientation is a requirement of the enrollment process prior to beginning other course work in the Post-Professional D.P.T. Program. Orientation introduces students to Des Moines University and the Post Professional D.P.T. Program that the student will utilize over the course of the curriculum. Content includes overviews of: applicable policies and procedures; access to the DMU library and bookstore and the technology to be used throughout the curriculum.

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:

P.P.D.P.T. Admissions
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: This course is an orientation to Des Moines University and post-graduate studies in the physical therapy program. Course content includes an overview of: DMU resources for online learning, accessing articles from the DMU library, understanding plagiarism and the program policies located within the Student Handbook. A variety of assignments will be utilized to help the learner proficiently navigate through the Angel learning platform. Orientation must be completed two weeks prior to beginning other course work in the Post-Professional D.P.T. Program. (1 credit hour)

PPDPT 1601 Business Management: This course introduces students to health care administration and management principles. Topics include aspects of managing and developing a business, ranging from business planning to organizational and human resource concepts. Students will develop an understanding of the role of manager/supervisor as it relates to the goals and objectives of a physical therapy practice or department. (2 credit hours)

PPDPT 1602 Individual and Family Aspects of Care: This course covers the individual characteristics of the patient/client that needs to be taken into consideration in the management of a patient/client’s care. Family and cultural dynamics are also explored in relation to their impact on the health and health care decisions of that patient/client. Another component of this course is the physical therapist’s role with respect to issues of violence and abuse. (2 credit hours)

PPDPT 1603 Clinical Decision-Making: This course introduces models for clinical decision-making, including the patient/client management model as presented in the Guide to Physical Therapist Practice. Evidence-based practice, outcome assessment and the critical evaluation of research related to health care practice are components of this course. (3 credit hours)

PPDPT 1604 Health Promotion and Prevention: This course will concentrate 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 physical therapists that promote the health and quality of life of individuals and groups. Epidemiology is introduced for the purposes of planning health promotion and 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: This course covers the technical and interpretive aspects of diagnostic imaging/radiology results as related to diagnoses commonly treated by physical therapists. The second component covers the concepts of pharmacologic management of patients/clients and the interrelationship of pharmacologic management with physical therapy interventions. (2 credit hours)

PPDPT 1606 Motor Control Theory and Analysis: Students investigate traditional and contemporary theories of motor control and their application to movement analysis. Opportunities to review current technology utilized in motion analysis is considered with regards to clinical applications. Kinetic and kinematic data from motion analysis devices are incorporated into movement analysis. Emerging evidence in motor control is discussed. (2 credit hours)

PPDPT 1607 Clinical Applications: In this culminating course, students select an individual capstone project and apply knowledge gained throughout the program. Students demonstrate the efficient use of
evidence-based resources and effective decision-making in developing the capstone project. Students use self-reflection to plan for professional development following program completion. (3 credit hours)

**PPDPT 1608 Clinical Medicine Systems:** This course includes the study of normal and abnormal structures and functions and the pathological alterations that occur in the following body systems: hematological, gastrointestinal, hepatic and biliary, renal, urinary and reproductive. This course will also address the topics of lab and diagnostic tests, genetics and oncology. The student will be introduced to the concept of differential diagnosis for physical therapy to function in an environment of direct access. (2 credit hours)

**PPDPT 1609 Manual Therapy Interventions:** This course investigates the use of manual therapy interventions in neuromusculoskeletal physical therapy patient management. Emphasis will be placed upon basic concepts and clinical reasoning of manual therapy for all regions of the body and diverse patient populations. (2 credit hours)

**PPDPT 1610 Clinical Medicine Pathology:** This course will focus on the immunity, infectious disease, endocrine and metabolic pathology and problems that affect multiple systems to recognize the normal and abnormal structure and function of the body. The course will consider the psychosocial and spiritual beliefs on health and illness along with diagnostic testing. (2 credit hours)

**PPDPT 1611 Manual Therapy Interventions Lab:** This course is the companion laboratory component of PPDPT 1609 Manual Therapy Interventions. This laboratory is an on-campus learning experience which will include lecture and student demonstration of psychomotor manual therapy skills. (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.”

**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 Academic Progress 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

All communication from the Accounting Office regarding charges, credits and outstanding balances is sent to the student’s DMU email account.

Students access their statement of account online by going to Pulse and selecting Accounting, then My Account at DMU. The University does not mail paper statements.

For further information regarding billing, payments or the online system, please contact the Accounting Office at 515-271-1473, 515-271-1530, or 1-800-240-2767, ext. 1473 or ext. 1530.

• DOCTOR OF OSTEOPATHIC MEDICINE
• DOCTOR OF PHYSICAL THERAPY
• DOCTOR OF PODIATRIC MEDICINE
• MASTER OF SCIENCE IN ANATOMY
• MASTER OF SCIENCE IN BIOMEDICAL SCIENCES
• MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Tuition, fees and policies for the University’s education programs are subject to change. Tuition is based on an academic year and billed in two equal installments along with applicable fees for each academic program. Tuition due dates and grace period end dates are published on the accounting website at www.dmu.edu/accounting/loan-disbursements.

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 Avenue
Des Moines, Iowa 50312-4198

Acceptable forms of payments are: cash, check (personal, loan, scholarship, certified and money order) 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.

Note: All payments received in the Accounting Office after 2 p.m. will be posted to the account on the next business day.

Governed by federal regulations, student loan disbursements will be applied to student tuition accounts within three working days after DMU receives disbursements from lenders or after DMU receives endorsed lender checks.

Failure to pay an account in full by the tuition due date will result in the following:
1. A hold will be placed on the student account.
2. The account will be viewed as having a delinquent status. Students will not be permitted the following privileges: registration, admission to classes, transcripts and a diploma.
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% per month (18% APR).

All communication from the Accounting Office regarding charges, credits and outstanding balances is sent to the student’s DMU email account.

DUAL ENROLLMENT

• Master of Health Care Administration
• Master of Public Health

Full-time D.O. and D.P.M., D.P.T. and PA students have the option of taking M.H.A. and 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 add/drop date of the term for tuition to be reversed.

Please refer to the M.H.A./M.P.H. fees payment policy section for further information.

• Master of Science in Anatomy
• Master of Science in Biomedical Sciences

Full-time D.O. and D.P.M. students have the option of earning an M.S. in Biomedical Sciences (M.S.B.S.) or Anatomy (M.S.A.) at dual enrollment status, subject to the terms of their program handbook.

Tuition payment is due on the first day of the term.

Dual enrolled students in the Biomedical Sciences program will take a leave of absence from their full-time clinical program in their third year to complete the second year of their M.S.B.S.

Please refer to the M.S.B.S./M.S.A. fees payment policy section for further information.
TUITION CHARGES FOR CURRICULAR OPTIONS

Decelerated Curriculum

D.O. students placed on a decelerated curriculum are charged a total of four years tuition for the five years scheduled to complete the program.

Decelerated D.O. tuition for years I, II, and III is billed at two-thirds the regular tuition rate in effect for the academic year. Tuition for years IX and X is billed at the regular tuition rate in effect for the academic year.

Decelerated is a full-time, extended medical school curriculum. A student on decelerated curriculum is full-time for the maintenance of student loans and deferment of prior student loans.

Directed Studies

D.O. students placed on directed studies are charged a total of four years tuition for the five years scheduled to complete the program.

D.O. tuition for year I is billed at the regular tuition rate. Tuition for years II and III is billed at one-half the regular tuition rate in effect for the academic year. Tuition for years IV and V are billed at the regular tuition rate in effect for the academic year. 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.

LEAVE OF ABSENCE AND TREATMENT OF TUITION

Please refer to your handbook for the full Leave of Absence policy.

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

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.

Tuition and fees are due when the student registers or the first day of class, whichever comes first. Students returning from leaves considered as Unapproved by the Department of Education will be charged the course repeat fee for any applicable courses.

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

RETURN FROM SUSPENSION

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

READMISSION POLICY

If a student applies for readmission into his or 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.

• MASTER OF HEALTH CARE ADMINISTRATION
• MASTER OF PUBLIC HEALTH
• POST-PROFESSIONAL DOCTOR OF PHYSICAL THERAPY

Tuition, fees and policies for the University’s education programs are subject to change.

Tuition payments are due in full on the first day of the term.

Finance charges accrue at a rate of 1.5% per month (18% APR) on account balances existing after the due dates stated above. Students having delinquent accounts will not be permitted the following privileges: registration, admission to classes, transcripts and a diploma or certificate.

Tuition, fees and other balances reflected as University accounts receivable are to be paid in the Accounting Office, which is located on the fourth 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 Avenue
Des Moines, Iowa 50312-4198

Acceptable forms of payment are: cash, check (personal, loan, scholarship, certified and money order) and credit card.

DMU accepts Visa, MasterCard, Discover and American Express. 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/payment.

Note: All payments received in the Accounting Office after 2 p.m. will be posted to the account on the next business day.

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 and tuition due dates apply.

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 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**

During the term drop/add period students may drop a course and not incur a tuition or fee charge for the course. Drop/add period dates for each term are published on the term course calendar and in the course syllabus. If these dates conflict, the drop/add date published on the calendar will take precedence.

Students who withdraw from a course after the drop/add period will be charged full tuition and fees.

All tuition and fee refunds resulting from withdrawal are subject to University, state and federal regulations.

For complete details regarding course withdrawal for M.H.A. and M.P.H. students please refer to the M.H.A. & M.P.H. Course Withdrawal Policy on Pulse.

For complete details regarding course withdrawal for PPDPT students, please refer to the PPDPT Course Withdrawal Policy on Pulse.

**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, re-enrollment 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.

**Distribution of returned funds**

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

1. Federal Direct Unsubsidized Stafford loan
2. Federal Perkins loan
3. Federal Direct Grad PLUS loan
4. State, private or University aid
5. Student, if funds remain after paying the above

**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 35.9 percent of the payment period. Under federal rules, the student earned 35.9 percent of his/her financial aid. The University must return 64.1 percent of the Title IV aid to the student’s loans.

Unsubsidized Stafford Loan........ $19,250.00
Total Title IV borrowing............. $19,250.00
Title IV applied to charges .......... $9,250.00
Percent student earned ................ 100%
Amount returned by school ........... None

**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. Under federal rules the student has earned 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% accrues 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/jobs/careerdevelopment/dhps/lrp for more information.
- Indian Health Service Scholarship – Provided by the Indian 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/jobs/careerdevelopment/dhps/scholarships for more information.
- National Health Service Corps Loan Repayment Program – 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 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. 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. residency or directly after completing a P.A. program, the student must repay one year of service for each year of scholarship. Visit nhsc.hrsa.gov/scholarships 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 Dean(s).

- 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

- 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 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.

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, caring 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 established to cultivate and attract young physician assistant students to the field of orthopedics. For information, visit paso.org/pascholarship.html.

• Captain Sean P. Grimes Physician Assistant Educational Scholarship, Society of Army Physician Assistants – 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.

Public Health Program

Scholarship opportunities, application criteria, and application deadlines are posted on the M.H.A./M.P.H. student portal throughout the academic year. Current students should contact their academic advisor for more information.

Many companies provide tuition assistance for their employees. Employed students should check with their company’s human resources department.

Health Care Administration Program

• Academic Merit/Community Service Scholarship – Scholarships ranging from $250 to $3,000 are awarded to students who show academic promise, who have made significant contributions in the area of community service, and who demonstrate financial need. Scholarship opportunities, application criteria and application deadlines are posted on the M.H.A./M.P.H. student portal throughout the academic year. Current students should contact their academic advisor for more information. Prospective students should contact the enrollment management office.

Many companies provide tuition assistance for their employees. Employed students should check with their company’s human resources department.

PAYMENT OF FINANCIAL AID

Tuition for D.O., D.P.M., PA, D.P.T., M.S.B.S and M.S.A. programs is based on 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 students for these programs:
- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Grad PLUS Loan
- Federal Perkins Loan
- Primary Care Loan
- Program Scholarships

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

**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.
- The student will be given every opportunity to provide an explanation or documentation to resolve the conflict.

**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 of 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 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
Satisfactory Progress:
1. To progress to Year II, a student must successfully pass all Year I courses.
2. 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.
3. To graduate, a student must successfully pass all hospital/clinic rotations and Level II and PE of COMLEX exams.
4. 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.

**MASTER OF SCIENCE IN ANATOMY 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 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 I, 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 count toward the limit.
2. The student must successfully pass all required coursework and rotations each academic year.
3. A grade of Incomplete or a 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:**
1. To progress to Year II, a student must successfully pass all Year I courses.
2. To progress to Year III, a student must successfully pass all Year II courses.
3. 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.
4. To graduate, a student must successfully pass all hospital/clinic rotations.
5. 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 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 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 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 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.